"Everyday Problems of the Elementary School Teacher"

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as reported by Five Hundred and Three Teachers in the Eighteen Larger Schools of Nebraska

by

WILLIAM HENRY MORTON

A THESIS

PRESENTED TO THE FACULTY OF
THE GRADUATE COLLEGE IN THE UNIVERSITY OF NEBRASKA
IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY
DEPARTMENT OF SCHOOL
ADMINISTRATION

Lincoln Nebraska
July, 1927

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PREFACE

The author desires to express grateful appreciation for the professional cooperation of individuals and groups of individuals who have made this study possible. First of all his acknowledgments are due to Dr. F. E. Henzlik, Head of the Department of School Administration in the University of Nebraska, for the careful supervision and constant encouragement which he gave. He is likewise indebted to the following members of the faculty of the Teachers College of the University of Nebraska for their helpful suggestions from time to time as the study progressed: Dr. W. E. Sealock, Dr. Charles Fordyce, Dr. O. H. Werner, Dr. H. C. Koch, and Dr. C. C. Weidemann.

The writer also wishes to express his gratitude to the five hundred and three classroom teachers for their splendid professional spirit and fine cooperation. Without this the study could not have been made. He likewise acknowledges most gratefully the courtesy and invaluable assistance rendered by the superintendents and principals in the various cooperating schools. Finally, his appreciation is extended to several personal friends who, through their interest, advice, and encouragement, gave so much help in carrying forward this study.

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CHAPTER I

INTRODUCTION

History

Only a few attempts have been made to discover the problems of the classroom teacher, and most of these which have been printed have been concerned with the high school rather than the elementary school.

Most of these studies discuss problems secured from other sources than the teacher herself. These problems usually have been proposed by supervisors, principals, superintendents, or college teachers. These writers note problems which come to their attention and in which they are most interested. Each one is concerned about special type problems. The principal may be emphasizing pupil discipline and the general problems of classroom management; the supervisor may be looking for those problems which have their origin in subject matter or method; the superintendent may be overenthusiastic about the problems involving the relationship of parent and community; and the college teacher likely will be more concerned about the application of some principle or special method or some phase of subject matter. The classroom teacher meets all of these problems and many more. They are all her problems, presenting themselves for immediate solution.

A few exceptions to the above method of collecting teachers' problems are on record. Dr. Douglas Waples [1] of the University of Chicago has collected problems directly from the beginning high school teachers and worked out a scheme for studying them. Dr. Harlan Clifford Koch's [2] study in the University of Ohio, August, 1926, still in unpublished form, is another. He made a collection of the problems of the high school teacher as reported by her directly to him. He also received reports from principals showing what problems teachers referred to them for solution. His study emphasizes the supervision phase of the field but has a splendid collection of the teachers' own problems. In neither of these cases has the elementary field been touched.

The attempts to discover the nature of the problems of the classroom teachers and which have found their way into print are few in number. An annotated bibliography of these follows:

---

[1] Waples, Douglas: "Initial Difficulties in High School Teaching."

[2] Koch, Harlan Clifford: "Problems in High School Administration and Supervision Which Have Their Origin in the Classroom." (Unpublished.)

Almack, John C., and Lang, Albert T., "Problems of the Teaching Profession." Houghton Mifflin Company, 1925. [A study of professional problems with emphasis upon the administrative viewpoint. The problems have been arbitrarily chosen and discussed by the authors.]

Buellesfield, Henry, "Causes of Failures Among Teachers." Educational Administration and Supervision, 1:439-452, September, 1915. [The article represents the observations and opinions of city superintendents as expressed by them in a questionnaire in 1913-14.]

Colvin, S. S., "The Most Common Faults of Beginning High School Teachers." The Eighteenth Year Book of the National Society for the Study of Education, pp. 262-72. [A statement of what one hundred twelve beginning high school teachers declared to be their outstanding problems during their first year of teaching.]

Bradford, Mary C. C., "In Fresh from the Classroom." Journal of the National Education Association, January to July, 1924, pp. 13, 23, 61, 135, 173, 211. [A series of letters from teachers in which they presented problems which they were meeting.]

Koch, Harlan Clifford, "Problems in High School Administration and Supervision Which Have Their Origin in the Classroom." (Unpublished.) [An analytical study of 4,425 problems reported by 676 high school teachers during the year 1926.]

Riddle, Anna, Report of the Committee of One Hundred on Classroom Teachers' Problems. National Education Association Proceedings and Addresses, 1925, pp. 200-202. [This is a report of an investigation which involved the use of the questionnaire to which several hundred teachers responded.]

Sprague, H. W., "Student-Teachers' Problems and the Curriculum." Educational Administration and Supervision, 12:274-77, April 1926. [An analysis of 980 problems submitted by beginning student-teachers. The author concludes "that we do not know just what should be taught in our various teacher-training courses and that research studies must be made to help answer the question."]

Stark, William E., "Every Teacher's Problems." American Book Company, 1922. [An inductive study of teachers' problems which have been selected by the author. Principles are developed through the study of concrete situations. A list of suggested problems is found at the end of each chapter.]

Waples, Douglas, "Initial Difficulties in High School Teaching." In mimeographed form from the author at Chicago University. [Problems have been collected from the beginning high school teachers and a scheme presented for studying them.]

Worcester, Dean A., "Teachers' Problems and Courses in Educational Psychology." Educational Administration and Supervision, 11:550-55, November, 1925. [The results of an inquiry among 101 students enrolled in a course in educational psychology at Ohio University.]

In addition to these many books and articles are available dealing with the solution of the problems of the classroom teacher. A bibliography listing representative titles will be found in the appendix.

Origin of the Problems

In his work as superintendent of schools, the writer has often wondered with what problems his teachers were struggling. He knew they were willing to discuss the problems about which they had reason to believe he was interested.

He noticed that they were always willing and even anxious to bring to him their difficulties along the lines of school endeavor which was being promoted from his office. If the health program was the major issue, then problems of this type were common; if attendance was the cry from his office, then problems of truancy, tardiness, and lack of home cooperation were presented; if a testing program was the special order, then problems of pupil adjustment, course of study, making out reports, etc., were noticeable.

In teaching a course in Education in the Teachers College of the University of Nebraska during the summer of 1926, the writer again felt the need of knowing more exactly just what the classroom teachers were facing in the way of difficulties. This course was one dealing with the teachers' classroom problems, and at almost every turn some one in the class would raise the question that the particular problem under discussion was not after all a significant teacher's problem. Since the problems used were imaginary or taken from books written in the offices of supervisors and superintendents, it was impossible to adequately meet this criticism. Hence the writer feels that the gathering together and analyzing of the problems of the classroom teacher as stated by her when not under the influence or pressure of some phase of supervision will be not only a real help to the teacher training institutions which are preparing the teacher for active work, but likewise to the supervisor of her work out in the classroom where she meets these problems.

As the writer conducted the class in "Teachers' Problems" in the Teachers College, he was facing the question constantly as to whether the training his students were getting in his class and in other classes on the campus, was really of such nature as to help materially in the solution of their practical problems. In other words, the thought kept presenting itself as to whether the teachers who were out at work really found that their professional training had been of definite help. More than that, he wondered what helps they would like to have had in their college work which they did not receive.

The Problem

As a result of the above feeling this study is undertaken. It proposes (a) to collect the problems of the classroom teachers of the Kindergarten and Grades I to VI inclusive in the larger schools of Nebraska; (b) to organize and analyze these problems; and (c) to determine if possible how effectively the college and university training has been in helping the teachers to solve them.

As used in this study the word "problem" is taken to

mean any difficulty which the teacher meets that requires solution and which has arisen in connection with or grown out of her work as a teacher.

The elementary school as used in this study includes the Kindergarten and Grades I to VI inclusive. "Teacher" as used here refers to a classroom teacher in the elementary school.

Sources of Data

The study was carried on in the schools of the eighteen larger cities of Nebraska. Table I gives the data on these cities.

Nebraska has three rather distinct types of schools: the rural school, consisting mainly of the one-room school located out in the open country; the village or small town school where teachers will usually teach more than one grade in the elementary school; and third, the larger schools where there will be separate elementary schools and where each teacher will teach only one grade.

The schools used in this study are representative of the third group. Reference to Table I will show that these cities are much the same in size excepting Lincoln and Omaha, which are the two chief cities of the state. However, only forty-six teachers participated from Lincoln and thirty from Omaha.

TABLE I.—*The Cooperating Cities, Their Sizes, Number of Pupils Below High School, and Number of Teachers Reporting.*

City	1920 Census Population	Pupils enrolled below high school. Data from Nebr. Ed. Directory, '26	Number of Teachers Reporting
Alliance	4,591	1,186	20
Beatrice	9,664	2,042	42
Columbus	5,410	887	20
Fairbury	5,454	1,091	20
Falls City	4,930	994	17
Fremont	9,605	2,070	39
Grand Island	13,947	2,545	47
Hastings	11,647	2,423	42
Kearney	7,702	1,492	32
Lincoln	54,948	11,347	46
McCook	4,303	1,441	27
Nebraska City	6,279	1,130	14
Norfolk	8,634	1,525	12
North Platte	10,466	2,134	36
Omaha	191,601	31,450	30
Plattsmouth	4,190	615	14
Scottsbluff	6,912	2,285	35
York	5,388	888	14

Read: Alliance, Nebraska, had 4,591 population according to the 1920 census, 1,186 pupils enrolled below the high school in 1926, and 20 teachers who participated in this study.

There were 503 teachers who cooperated in this study. Tables II, III, IV, V, and VI present the data relative to these teachers.

TABLE II.—*Number and Per Cent of Cooperating Teachers Distributed on Basis of Number of Reports Made*

Number of Reports	1	2	3	4	Total
Number Teachers	19	64	81	339	503
Per Cent	3.8	12.7	16	67.4	100
Total Reports	19	122	243	1356	1740

Read: 19 teachers, or 3.8 per cent, made one report, etc.

Table II shows that there was a total of 1,740 reports submitted by these 503 teachers. Three hundred and thirty-nine of them, or 68.2 per cent, made all four reports. This table shows that in the main the teachers were very faithful in their part of the study. A number of them who failed to make all four reports were ill or otherwise obliged to be absent from their school on the day the reports were due.

TABLE III.—*Number and Per Cent of Teachers Distributed on the Basis of Grades Taught*

Grades	K	1	2	3	4	5	6	Total
Number Teachers	40	78	80	73	75	72	85	503
Per Cent	8	15.5	15.9	14.5	14.9	14.3	16.9	100

Read: 40 teachers, or 8 per cent, were Kindergarten teachers.

Table III gives the distribution of these teachers by grades. There are only forty Kindergarten teachers while the numbers in each of the other six grades run much the same, ranging from seventy-two in the fifth grade to eighty-five in the sixth grade. The small number in the Kindergarten group is explained, perhaps, by the fact that there are actually fewer Kindergarten teachers in these schools than in either of the other grades. In many schools the Kindergarten teachers handle two groups of children, one in the morning and a different group in the afternoon. Thus fewer teachers are needed for this work.

TABLE IV.—*Number and Per Cent of Teachers Distributed on the Basis of Their Ages*

Ages (Years)	0-20	21-25	26-35	36-45	46	Total
Number Teachers	9	172	227	65	30	503
Per Cent	1.8	34.2	45.1	13	6	100

Read: 9 teachers, or 1.8 per cent, are 20 years old or less; 172, or 34.2 per cent, are from 21 to 25 years old, etc.

Table IV shows the number of teachers by ages. There were only nine teachers in the entire group who were twenty years old or less and six of these were found in one school. Thirty-six per cent of all teachers are under twenty-six years of age, while forty-five per cent of them are between the ages of twenty-five and thirty-five. Only six per cent are over forty-five years of age.

TABLE V.—*Number and Per Cent of Teachers Distributed on the Basis of Months of College Training*

Months Training	0-9	10-18	19-27	28-36	37	Total
Number Teachers	24	201	174	71	33	503
Per Cent	4.8	40	34.6	14	6.6	100

Read: 24 teachers, or 4.8 per cent, have had nine months or less of college training. etc.

Table V distributes the teachers on the basis of months of college training. Twenty-four, or less than five per cent, have one year or less. The largest group are those with from ten months to eighteen months. Seventy-one, or fourteen per cent of them hold degrees, while thirty-three, or 6.6 per cent of them, have done some graduate work.

TABLE VI.—*Number and Per Cent of Teachers Distributed on the Basis of Their Teaching Experience*

Number of Years	1 yr. or less	1-5	6-10	11-20	21-30	31	Total
Number Teachers	15	163	166	113	36	10	503
Per Cent	3	32.4	33	22.3	7.1	2	100

Read: 15 teachers. or 3 per cent, have had one year or less of teaching experience.

Table VI shows the amount of experience these teachers have had. Fifteen, or three per cent, have had one year or less. Over thirty-five per cent have been teaching five years or less. One-fifth of all of them have had from eleven to twenty years; seven and one-tenth per cent from twenty-one to thirty years, and ten, or two per cent, have spent thirty-one or more years in the classroom.

METHOD OF PROCEDURE

As previously stated, one of the aims of this study is to collect from the elementary classroom teacher a list of her problems. These problems should be representative of all she is meeting, and, so far as possible, not influenced by administrative or supervisory suggestions. It was hoped that a scheme for collecting could be worked out so that when these problems were organized and analyzed, they would act as a

mirror of what was actually going on in the teacher's mind. In order to accomplish this she must do her own thinking and not be influenced by even a suggestion. The same must be true also of her judgment relative to the definite help her college training has been to her, or the *helps* she would like to have had from her college courses which she did not get.

Before the classroom teachers could be reached it was necessary to secure the permission and cooperation of the superintendents of the schools concerned. This was done through personal conferences and letters. In every case the response was favorable and positive. It was explained to the superintendents that their classroom teachers were to be asked to report their problems for a period of four weeks beginning January 17, 1927, and ending February 11, 1927. They were to report at the end of each week, making four reports in all.

The material which the teachers were to use was assembled into units, one of which was to go to each teacher. Each superintendent received a package containing as many of these units as he had classroom teachers, and in addition four large clamped manila envelopes in which to return the teachers' reports. These units were to be given to the classroom teachers. Each unit was made up of the following:

One Information Sheet
One Personal Data Blank
Four Problem Blanks
Four Plain Manila Envelopes

Copies of the information Sheet and each of the two blanks will be found in Appendix A.

A glance at these forms will show that the questionnaire was not used. Neither was the checking list device thought best. Either of these plans would have been too suggestive. Hence as few suggestions as possible were made; only enough to indicate to the teacher what was wanted. This lack of example and detailed suggestion, of course, meant that fewer problems would be submitted, but this was compensated for by having more teachers report. The problem blank is, therefore, very simple. It says:

> "Write problems here. State them in your own language. All the problems, important or trivial, arising in connection with your work as a teacher in school or community, should be written down. Attach a blank sheet to this one if you need more space. Remember, a problem is taken to mean any difficulty which you meet that requires solution and which has arisen in connection with your work. Now turn this sheet over and list your 'helps wanted' there."

Each problem was followed immediately by the question:

> "Did your training in college or normal school give you *definite*

help in solving this problem? Write *Yes* or *No* opposite each problem using the space below."

On the back of each problem blank the following request was made:

> "On the other side of this sheet you have stated a number of your problems. Please list below the definite helps toward their solution which you now wish your college or normal school training might have given you, but did not. It is important that you make these suggestions just as specific as possible."

The teacher's identity was protected in every way possible so that she might feel no restraint in expressing herself. Her name appeared nowhere on any of her reports. Her personal data blank and problem blanks were given the same numbers before they were sent out. By this means the reports of the same teacher were identified when they came in. Each teacher was to write her problem on this blank which was to be put into one of the blank envelopes, sealed, and then sent to her superintendent's office. She was assured that her reports would be treated absolutely confidentially. Her own superintendent would not know what she had reported unless she herself showed it to him. The superintendent's office in turn placed these sealed envelopes of all his teachers into the larger container and sent them each Friday to the writer by express collect.

As soon as the reports came in they were filed in serial order according to the number on the blank. As soon as the filing was done each problem was copied by typewriter on a three-inch by five-inch card, in the main using the exact language of the teacher. At the top of each card appears a series of five numbers as "23-3-36-32 613 Yes." These would be read as follows: The teacher who wrote this problem is 23 years old, teaches the third grade, has had thirty-six months of training and thirty-two months of experience. Her file number is 613 and she says "Yes" to the question of whether her college training gave her definite help in solving this problem.

After the reports were all in and the problems copied on the cards, a count showed that there were altogether 3,550 problems reported and 602 helps called for, or a total of 4,152 cards. A study of Table II will show how faithfully the teachers responded on each week's report. Nineteen, or 3.8 per cent, made only one report; 61, or 12 per cent, made only two reports; 81, or 16 per cent, made three reports. and 339, or 68.2 per cent, made all four reports. A total of 1,740 reports were sent in. Since there were 4,152 cards, this shows that each report averaged 2.3 problems.

A casual study of these cards soon showed that the teachers

had reported problems from every phase of their work. To classify them became the next task. The cards were first read and roughly thrown into MAJOR groups. Each of these groups was then gone over again and the cards put into ten GENERAL groups which more nearly corresponded to their content. These GENERAL groups were again divided until it was found that the problems had demanded seventy-eight separate MINOR groups. At no stage were the cards grouped with the idea of fitting the problems to some pre-conceived outline. Groups were made when the content of the problems called for them. After each card had found a classification along with others of its own kind, these seventy-eight groups were studied and certain relationships noted. This formed the basis for the final outline of the problems which is shown in Table XI.

This is one of the basic tables and will be studied in detail in Chapter II. Chapter III will be a study of the frequencies of these problems based on grades taught, age of teachers, months of training, and months ofexperience.

In Chapters IV, V, and VI, respectively, a careful analysis of these problems will be made in the effort to discover the teacher's difficulties as to Organization, Management, and Method.

Chapter VII will show what these teachers are thinking about their college training as definite help in the solution of their problems and whether they are feeling the need of more help or of a different kind of help than the colleges have been giving.

CHAPTER II

Classification of Problems

This chapter is a study of the problems as to their distribution on the different divisions of the outline. No attempt is made here to analyze the problem itself. However, the fact that teachers find problems in large numbers under one division of the outline and only a few under another may be significant. Since these 3,550 problems represent the teachers at work, this chapter will give a general view of the types of difficulties they are meeting.

How were the problems classified?

It must be kept clearly in mind that in classifying the problems no outline of any kind was at hand. The content of the problem itself in every case determined the divisions of the outline.

As was stated in Chapter I, the problems were first thrown into three MAJOR groups, then again sub-divided into ten GENERAL groups and by a further refining, there developed the need for seventy-eight MINOR headings. It is true that a number of the problems were of such nature that they might have been placed under one or more of the sub-heads. In such cases effort was made to determine the major phase of the problem and let that determine the group into which it naturally would fall.

What are the Major heads and how do the Problems divide?

The following table gives these data:

TABLE VII.—*Number and Per Cent of Problems Under Major heads*

Topic	Number Problems	Per Cent Problems
Organization	718	20.3
Management	2,005	56.3
Method	827	23.4

Read: Under the MAJOR topic, Organization, there were reported 718 problems, or 20.3 per cent.

Under Organization are all problems having to do with the organization of the school. These problems have to do with the getting of the machinery ready to have school. It has no particular interest in the teaching act itself. These problems recognize that teachers must be employed, pupils classified, graded, and promoted, buildings furnished, and courses of study established.

Under Management all problems affecting the control and

the handling of the pupil, the management of the parent, and the detail of the classroom procedure were listed. Here again the problems of the teaching act were omitted. Problems under this head have to do with the teacher putting the school room in order so that the teaching itself may go forward.

Method includes all problems which have to do with the teaching act itself. It is concerned with subject matter, the pupil as a learner, and the general method of procedure. Table VII shows that over half of the problems of the teacher lie in the field of management.

What are the General sub-divisions under these Major heads and how do the problems distribute under them?

Table VIII, which follows, will answer these questions.

TABLE VIII.—*The Frequencies and Per Cents of Problems by General Topics as Reported by Teachers. Based on Table IX.*

Item in Table	Topics	Number Problems	Per Cent
I—A	Teacher	240	6.8
B	Class organization	312	8.9
C	Building and equipment	78	2.2
D	Course of study	88	2.5
II—A	Pupil	1,767	49.8
B	Community	126	3.6
C	Details of class-room procedure	112	3.2
III—A	How to teach subjects	443	12.5
B	How to teach pupils	328	9.3
C	Methods in general	56	1.3
	Total	3,550	100

Read: Of the 3,550 problems reported, 240 are classified under the General head, Teacher, 312 under Class Organization, etc.

Several interesting things come to light in Table VIII. First of all it is noticed that the teacher's difficulties are found to center in the pupil himself, where 1,757 problems are presented, or 49.8 per cent of the entire list. At the other extreme her least interest seems to be in "General Methods," which has to do with such problems as freedom in education, socialized recitation, the project method, etc. Under this head she presented only fifty-six problems, or 1.3 per cent of the entire number.

Under the major head of Methods her interest is found to be most in "How to Teach Subjects." Here is found the second largest number of problems with 443, or 12.5 per cent.

This, however, is only one-fourth of the number of problems which originate in the "Pupil" under Management. She does not seem to worry much over "What to Teach" as expressed in the number of problems under "Course of Study"; only 2.5 per cent of all her problems are found here. This may indicate several things; she may not be interested in what the course of study calls for, or she may be perfectly satisfied with what has been provided for her; or she may not feel able to discuss it as a problem; or she may not feel that she has any rights or prerogatives in this field, believing that they belong to other people. However, the data of this study do not answer these questions.

The table further shows that questions relative to the "Building and Equipment" do not bother her so very much. The next to the fewest number of questions are presented here, where she raises seventy-eight problems, or 2.2 per cent of the whole list. This may mean that the buildings and equipment are, generally speaking, well provided, or it may be she simply accepts what she finds and says nothing about it unless it becomes extreme.

Under "Class Organization" there are a few things which should be noted. Here she finds many problems having to do with the organization of her classroom; eighty-one have to do with the classification of pupils and sixty-two with the grading and promoting of them.

"Building and Equipment" divides itself with thirty-nine problems each under "Building and Janitor" as one head, and "Supplies and Equipment" as the other.

As shown before, eighty-eight problems have come in under the question of "What to Teach."

Since the teachers sent in their problems with no suggestions as to type or kind, or even how to state them, we are obliged to conclude that this distribution under these ten general heads represents the teacher's relative difficulties in these fields.

What are the Minor divisions under the General heads and how are the problems distributed?

The following Table IX will give these data:

TABLE IX.—*The Outline of the Problems Showing Their Distribution Under the Seventy-eight Minor Heads*

	Total Number
I. ORGANIZATION	
A. Teacher (240)	
1. Professional	70
2. Personnel	28
3. Supervision	49
a. P. T. A.	31
b. Personal Contact	31
5. Substitute teachers	11
6. Records, reports, and bulletins	20
B. Class Organization (312)	
1. Size and number of classes	22
2. Organizing class-room for work	40
3. Daily schedule or program	27
4. Classification of pupils	81
5. Lack of time	42
6. Grading and promotion	62
7. Special programs	11
8. Tests and examinations	13
9. Interruptions	14
C. Building and Equipment (78)	
1. Building and janitor	39
2. Supplies and equipment	39
D. Course of Study (88)	
1. What to teach	88
II. MANAGEMENT	
A. Pupil (1,767)	
1. Varying abilities (387)	
a. Over age	30
b. Sub-normal	90
c. Slow	96
d. Slow and bright	53
e. Bright	47
f. Individual adjustment	71
2. Pupil Control—In class-room (321)	
a. Whispering	29
b. Talking aloud	78
c. Discipline	
(1) Individual	105
(2) Group	109
3. Pupil Control—Outside class-room (211)	
a. To and from school	79
b. Playgrounds, halls, lunch rooms, etc.	110
c. Coming too early	22

TABLE IX.—(Continued)

	Total Number
4. Attendance (118)	
a. Absence	59
b. Tardiness	59
5. Problems of Mental Adjustment (130)	
a. Dreamers	11
b. Indifferent	15
c. Lazy	23
d. Show-off	10
e. Shy	19
f. Stubborn	36
g. Sundry attitudes	16
6. Social-Ethical Adjustment (379)	
a. Citizenship	31
b. Cheating	34
c. Lying	52
d. Morals	27
e. Neatness	30
f. Rights of property and of others	38
g. Politeness	34
h. Social adjustment	35
i. Stealing	49
j. Tattling	35
k. Negroes and foreigners	14
7. Health (221)	
a. Cleanliness	74
b. Contagion	21
c. Health habits	31
d. Nervousness	24
e. Nutrition	22
f. Physical defects	32
g. Sucking thumbs, biting nails, etc.	17
B. Community (126)	
1. Problems where parents and home are factors	126
C. Detail of Class-room Procedure (112)	112
III. METHOD	
A. How to Teach Subjects (443)	
1. Arithmetic	104
2. Art	14
3. Bible	1
4. Geography	14
5. History	6
6. Language	70
7. Music	29
8. Reading	99
9. Spelling	55
10. Writing	51
B. How to Teach Pupils (328)	
1. Motivation	
a. Attention	64

TABLE IX.—(Concluded)

	Total Number
b. Interest	58
c. Memory	12
2. Methods affecting pupils' study and preparation of lessons	194
C. General (56)	
1. Affecting the carry-over of work	8
2. Affecting the freedom of class-room	31
3. Affecting the project method	17
Total	3,550

Read: Of the 3,550 problems reported, 70 are classified under Professional, 28 under Personnel, etc.

How were the Minor heads determined and how do the problems distribute under them?

Each MINOR subject on the outline was chosen because the content of the problem demanded it. No subjects were added in order to make an outline complete. These seventy-eight MINOR subjects, then, fairly represent the types of difficulties which these 503 cooperating teachers were meeting.

It will be interesting to note the trends as shown by these Minor topics. Under the first General head we find that the teacher herself is not unconscious of her professional training and problems relative to that field. Here she has raised seventy questions. She is likewise disturbed over questions under supervision. She either wants more, or doesn't want it the way it is given. She raises forty-nine problems on that subject.

There are seven Minor heads under the sub-division of "Pupil." These all have to do with the management of the pupil and not with the teaching act itself. The problems growing out of the pupil in relation to the teaching act itself are listed in Methods, "How to Teach Pupils."

A study of these seven Minor heads reveals some interesting trends. Under "Varying Abilities" there are 387 problems. These have sub-divided themselves into six groups as shown by the outline. This indicates as far as the teacher is concerned that she is very much disturbed over the unequal ability of the pupils whom she teaches. Some speak of the over-age, others are concerned about the sub-normal. Ninety-six of these have stressed the problem of the slow, some talk about the slow and the bright while others are disturbed about the bright pupils only. General questions about "Individual Adjustment" were raised seventy-one times. Without question, the varying abilities of the students pre-

sented one of the very difficult phases of the teacher's work.

The Parent-Teacher Associations present certain difficulties which have been disturbing enough for her to list thirty-one of them in this study. She raises the question of her own "Personal Contact" in the community an equal number of times.

The problem of "Pupil Control" was considered from two standpoints. One group originated within the classroom and the other group originated without the classroom. There were 321 in the first group and 211 in the second group. Talking aloud caused much more trouble than whispering.

Under the heading of "Discipline" the problems showed that there are more difficulties arising out of the handling of the group than the teacher finds in controlling the individual. Outside of the classroom, pupil control presented 110 problems on the playground, in the halls, lunch room, etc. Another group of problems arose while the pupil was coming and going to school.

Under "Attendance" there were 118 problems which divided equally between absences and tardinesses.

Another group of problems which demanded special classification were those having to do with the problem of "Mental Adjustment." There were 130 of these and they divided themselves into seven groups as shown by the outline. There were not so many in each group, but the problems themselves indicated very definitely that these special types of pupils were causing trouble.

Another result of the classification is the group of problems under the minor head of "Social-Ethical Adjustment." Three hundred and seventy-nine problems appear in this group. A study of the table will show that eleven divisions of this group were required. The question at once presents itself as to whether the teachers are being given any help in solving problems of this type. At least it must be recognized that the teachers are sensitive as to what the children are doing in this field and are seeking ways of solving these problems.

There are 221 problems classified under "Health." This group was made a division under the "Pupil" rather than a sub-division under "How to Teach Subjects." A study of the problems indicate that the teachers were not asking so much about how to teach these problems of health as how to handle the problems which these conditions presented. It is interesting to note that there are so many problems occurring here, almost one-half as many as occur under the head "How to Teach Subjects." In dealing with the pupil there were 126 problems presented where the parent and the home were factors.

Under the General topics of "How to Teach Subjects" there are ten Minor divisions each one dealing with one of the special subjects. Arithmetic presented the largest number of problems here with 104, while the question of how to teach the Bible was raised by only one teacher. The teaching of Reading stood second in the list with ninety-nine problems. History, Geography, and Art each had only a few. This may be accounted for by the fact that Art in many schools is not a required subject, while Geography and History are taught as formal subjects in only a part of the grades.

Under the general topics "How to Teach Pupils" we find teachers are concerned with the problem of how to gain the pupil's attention and how to hold or how to get his interest.

There were twelve specific questions on the pupils being able to remember.

The outline further shows that the teachers are especially interested in methods which affect the pupil's study and preparation of lessons, for here they have presented 194 problems.

A study of the 3,550 problems will convince one that the teacher is meeting problems in all of the different phases of her work. Some stand out as more numerous and perhaps more troublesome than others. It is worth noting, however, that in all of her work, with its many difficulties, she is mostly interested in the pupil himself.

CHAPTER III

The Frequencies of the Problems Based on Grades Taught, Ages, Experience, and Training of the Teachers Reporting

In the last chapter the distribution of the problems under the different divisions of the outline was studied. This chapter will show how these problems distribute themselves on the basis (a) of the grades taught by the teachers reporting, (b) of the ages of the teachers reporting, (c) of the amount of training of the teachers reporting, and (d) of the amount of experience of the teachers reporting.

Tables were made showing how the actual number of problems reported were distributed by the Minor topics, and by General topics according to the four plans of distribution mentioned above. These tables are all shown in Appendix A.

It is not possible to locate trends and determine centers of interest from these tables because the same number of teachers would not be reporting under any two groups on any one table. Therefore, a large number of problems reported by any one group of teachers on any division of the outline would not mean necessarily that that group of teachers was interested more at that point than another group.

Such comparisons could not be made until the number of teachers in each group had been equalized. This was done by reducing the number of teachers reporting in each group to the basis of 1,000. Table III shows that there were actually 503 teachers who reported and they were distributed by grades as follows: 40 Kindergarten, 78 First, 80 Second, 73 Third, 75 Fourth, 72 Fifth, 85 Sixth. It was assumed that had 1,000 teachers reported for each grade they would have reported in the same ratio as those who did report. So had there been 1,000 teachers reporting in each grade there would have been twenty-five times the number who did report from the Kindergarten, thirteen times the number from the First grade, twelve and one-half times the number from the Second grade, etc. Now from Table A in Appendix X, it is found that the actual number of problems reported by the Kindergarten group under the topic "Professional" is seven, which multiplied by twenty-five gives 175. The number actually reported by the First grade is nine, which multiplied by thirteen is 117, and for the Second grade is nine which multiplied by twelve and one-half is 113. Reference to Table X will show these figures to be the numbers for these three grades under the topic "Professional." By using this method all the tables

of this chapter were constructed. Table II, III, IV, and V in Chapter I give the number of teachers reporting under each group.

Having reduced the number of teachers in each group to the same basis it will be possible from the following tables to discover where the various groups of teachers find their greatest number of problems.

Two tables will be presented under each distribution, one showing the problems according to the Minor topics and the other according to the General topics. Most of the study will be made on the distribution by General topics.

TABLE X.—*Distribution of the Problems on the Basis of the Grades Taught by the Teachers Reporting Them Figuring on 1,000 Teachers Reporting in Each Grade. Based on Table A.*

	Grades						
	K	1	2	3	4	5	6
I. ORGANIZATION							
A. Teachers							
1. Professional	175	117	113	112	120	154	204
2. Personnel	25	13	75	70	80	42	72
3. Supervision	0	143	88	98	93	112	108
4. Community contact							
a. P. T. A.	0	91	113	84	40	42	36
b. Teachers Personal Contact	50	91	38	84	40	84	48
5. Substitute teachers	50	26	13	14	27	0	36
6. Records, reports, bulletins	25	52	50	42	27	42	72
B. Class Organization							
1. Size and number of classes	75	78	25	84	13	28	24
2. Organizing classroom for work	75	169	100	0	53	98	60
3. Daily schedule or program	25	104	38	42	27	42	84
4. Classification of pupils	50	364	75	182	120	196	108
5. Lack of time	0	104	100	84	80	84	96
6. Grading and promotion	100	117	100	140	173	84	144
7. Special programs	50	13	25	0	13	27	36
8. Tests and examinations	0	26	25	14	0	56	48
9. Interruptions	25	91	25	14	0	27	12
C. Building and Equipment							
1. Building and janitor	100	91	100	112	67	84	12
2. Supplies and equipment	125	117	88	42	53	84	60
D. Course of Study							
1. What to teach	150	572	138	70	67	126	96
II. Management							
A. Pupil							
1. Varying Abilities							
a. Over-age	0	26	50	56	120	84	60
b. Sub-normal	50	416	150	168	226	126	72
c. Slow	125	286	275	294	120	126	96

TABLE X.—(Continued)

	Grades						
	K	1	2	3	4	5	6
d. Slow and bright	50	143	125	126	120	98	60
e. Bright	50	130	113	70	67	112	96
f. Individual adjustment	175	247	125	98	133	112	120
2. Pupil Control (in classroom)							
a. Whispering	0	26	25	42	120	84	84
b. Talking aloud	100	273	250	112	160	154	36
c. Discipline							
(1) Individual	300	338	200	182	279	140	84
(2) Group	175	117	313	280	186	224	216
3. Pupil Control (outside classroom)							
a. To and from school	175	286	125	126	120	126	156
b. Playground, halls, lunch rooms, etc.	125	260	188	154	279	224	264
c. Coming too early	25	26	88	70	40	84	48
4. Attendance							
a. Absence	25	182	138	140	67	154	84
b. Tardiness	25	195	225	112	80	98	48
5. Problems of Mental Adjustment							
a. Dreamers	0	26	38	28	13	27	12
b. Indifferent	25	13	50	14	27	14	60
c. Lazy	0	39	50	28	53	56	72
d. Show-off	25	0	25	0	40	14	36
e. Sly	150	65	25	0	27	42	12
f. Stubborn	150	26	88	56	106	27	84
g. Sundry attitudes	50	65	13	0	53	14	36
6. Social-Ethical Adjustment							
a. Citizenship	50	26	75	28	40	140	72
b. Cheating	0	26	100	98	106	27	84
c. Lying	100	143	125	84	146	84	48
d. Morals	0	65	38	70	53	14	108
e. Neatness	50	0	100	14	53	126	72
f. Rights of property of others	125	143	63	42	40	140	12
g. Politeness	75	52	25	42	80	126	84
h. Social adjustment	225	39	88	28	13	56	108
i. Stealing	175	182	125	112	40	14	72
j. Tattling	75	52	100	140	40	56	36
k. Negroes and foreigners	25	26	13	70	27	27	12
7. Health							
a. Cleanliness	50	234	263	210	67	112	60
b. Contagion	0	117	50	42	40	0	24
c. Health habits	0	78	88	0	93	84	60
d. Nervousness	75	65	88	0	40	14	60
e. Nutrition	25	78	100	14	53	27	0
f. Physical defects	50	156	38	56	93	0	48
g. Sucking thumbs, biting nails, etc.	0	104	38	14	27	27	12

TABLE X.—(Concluded)

	K	1	2	3	4	5	6
	Grades						
B. Community							
1. Problems where parents and home are factors	325	260	213	294	279	19	240
C. Detail of Classroom procedure	450	208	163	238	266	210	216
III. Method							
A. How to Teach Subjects							
1. Arithmetic	25	130	113	336	266	312	204
2. Art	75	52	13	28	40	0	12
3. Bible	0	13	0	0	0	0	0
4. Geography	0	0	0	14	27	84	60
5. History	0	13	0	0	0	56	12
6. Language	150	221	113	98	133	182	96
7. Music	175	130	38	0	13	42	60
8. Reading	75	663	125	98	106	98	108
9. Spelling	0	65	88	168	93	154	216
10. Writing	25	156	63	196	93	140	24
B. How to Teach Pupils							
1. Motivation							
a. Attention	175	247	163	56	106	140	36
b. Interest	125	117	100	98	106	140	132
c. Memory	0	13	13	14	67	56	0
2. Methods affecting pupil's study and preparation of lessons	200	286	163	406	439	700	348
C. General							
1. Affecting carry-over of work	0	13	0	14	27	27	24
2. Affecting freedom of classroom procedure	250	26	50	84	80	27	12
3. Affecting project method	150	39	50	0	27	14	12

Read: Assuming that 1,000 teachers had reported from each grade, then under "Professional" the Kindergarten teachers would have reported 175 problems, the First grade teachers 117 problems, etc.

TABLE XI.—*The Distribution of Problems by General Topics on the Basis of the Grades Taught by the Teachers Reporting Them Figuring on 1,000 Teachers Reporting in Each Group. Based on Table B.*

	Grades						
	K	1	2	3	4	5	6
I. Organization							
A. Teacher	325	533	450	504	426	476	576
B. Class organization	400	1066	513	560	479	644	612
C. Building & equipment	225	208	188	154	120	168	72
Course of study	150	572	138	70	67	126	96
II. Management							
A. Pupil	2625	4771	4188	3220	3485	3136	2808
B. Community	325	260	213	294	279	196	240
C. Details classroom procedure	450	208	163	238	266	210	156
III. Method							
A. How to teach subjects	525	1443	600	938	771	1078	732
B. Tow to teach pupils	500	643	563	574	718	1036	516
C. General methods	400	78	100	98	133	70	48

Read: Assuming that 1,000 teachers had reported for each grade, then under "Teacher" the Kindergarten would have reported 325 problems, the First grade would have reported 533 problems, etc.

Do the grades which teachers teach affect the kinds of problems which they report?

Tables X and XI give the data necessary to answer this question. The Sixth grade teachers found more problems under the "Teacher" group, reporting 576, while the Kindergarten teachers reported only 325. Under "Class Organization" the First grade teachers turned in 1,066 problems, the next highest group being 644 reported by the Fifth grade teachers. The Kindergarten teachers again reported the smallest number with only 400 problems. The Kindergarten teachers, however, found more problems under "Building and Equipment" than any other group. The Sixth grade teachers reported the smallest number, only seventy-two.

The "Course of Study" gave the First grade teachers the most trouble with 572 problems, and the Fourth grade the least with only sixty-seven problems. The First grade group raised almost four times as many problems under "What to Teach" as any other group.

Of the three GENERAL groups under Management, the First grade teachers reported the most under "Pupil," the Kindergarten under "Community," and also under "Details of Classroom Procedure." The smallest number reported was by the teachers of the Kindergarten under "Pupil," Fifth grade under "Community," and Sixth grade under "Details of Classroom Procedure."

In the field of Method the First grade teachers reported the largest number, 1,443, under "How to Teach Subjects" and the Kindergarten group the least number, 500. "How to Teach Pupils" disturbed the Fifth grade teacher 1,036 times and the Kindergarten teachers only 500 times. But under "General Methods" the Kindergarten teachers reported the most with 400 problems and the Sixth grade group the least with only forty-eight.

Table X shows that there are a number of MINOR topics where the teachers of one or more grades found no difficulties. For example, under "Supervision" the Kindergarten teachers seem to have had no problems. A close study of this table reveals large differences in the number of problems reported by the teachers of the different grades under any one MINOR topic. Take, for example, "Classification of Pupils." The First grade teachers reported 364 and the Kindergarten teachers only fifty. Or "Whispering" where the Kindergarten group found no trouble but the Fourth grade teachers reported 120 problems. Or again, under "How to Teach Reading," the First grade group reported 663 problems and the Kindergarten only seventy-five.

A study of these two tables indicates that the teachers of one grade may report the largest number of problems under one topic and the least number under another. It would be tedious and worthless to point out the extremes on every topic. These facts are all set forth in the tables and can be found easily by anyone interested.

TABLE XII.—*Distribution of Problems on the Ages of the Teachers Reporting, Figuring on 1,000 Teachers Reporting in Each Group. Based on Table C.*

	Ages			
	0-25	26-35	36-45	46
I. Organization				
A. Teacher				
1. Professional	132.0	126.0	155.0	264.0
2. Personnel	38.5	58.5	108.5	33.0
3. Supervision	71.5	90.0	186.0	132.0
4. Community contact				
a. P. T. A.	49.5	67.5	93.0	33.0
b. Personal contact	33.0	72.5	124.0	33.0
5. Substitute teachers	33.0	9.0	46.5	0.0
6. Records, reports, and bulletins	27.5	40.5	62.0	66.0
B. Class Organization				
1. Size and number of classes	38.5	54.0	124.0	0.0
2. Organizing classroom	77.0	94.5	62.0	33.0
3. Daily schedule or program	55.0	58.5	31.0	66.0
4. Classification of pupils	143.0	157.5	232.5	165.0
5. Lack of time	38.5	99.0	155.0	99.0
6. Grading and promotion	82.5	148.5	155.0	132.0

TABLE XII.—(Continued)

	Ages 0-25	26-35	36-45	46
7. Special programs	22.0	9.0	77.5	33.0
8. Tests and examinations	16.5	36.0	31.0	0.0
9. Interruptions	16.5	22.5	77.5	33.0
C. Buildings and equipment				
1. Buildings and janitor	104.5	45.0	108.5	99.0
2. Supplies and equipment	82.5	67.5	93.0	99.0
D. Course of study				
1. What to teach	121	189	235	231
II. Management				
A. Pupil				
1. Varying abilities				
a. Over age	27.5	67.5	108.5	99.0
b. Sub-normal	242.0	162.0	93.0	132.0
c. Slow	159.5	180.0	310.0	231.0
d. Slow and bright	99.0	81.0	186.0	165.0
e. Bright	93.5	94.5	124.0	33.0
f. Individual adjustment	82.5	175.5	155.0	231.0
2. Pupil control in classroom				
a. Whispering	49.5	72.5	124.0	33.0
b. Talking aloud	137.5	153.0	279.0	33.0
c. Discipline				
(1) Individual	264.0	148.5	186.0	396.0
(2) Group	214.5	198.0	93.0	198.0
3. Pupil control outside classroom				
a. To and from school	104.5	184.5	155.0	297.0
b. Playgrounds, halls, lunch rooms, etc.	137.5	252.0	310.0	297.0
c. Coming too early	38.5	45.0	46.5	66.0
4. Attendance				
a. Absence	154.0	99.0	93.0	99.0
b. Tardiness	132.0	94.5	108.5	231.0
5. Problems of mental adjustment				
a. Dreamers	44.0	13.5	0.0	0.0
b. Indifferent	33.0	33.0	31.0	33.0
c. Lazy	55.0	49.5	15.5	33.0
d. Show-off	33.0	9.0	31.0	0.0
e. Shy	60.5	31.0	31.0	0.0
f. Stubborn	93.5	45.0	93.0	99.0
g. Sundry attitudes	27.5	9.0	15.5	99.0
6. Social-Ethical adjustment				
a. Citizenship	38.5	63.0	124.0	66.0
b. Cheating	60.5	54.0	108.5	132.0
c. Lying	143.0	76.5	93.0	99.0
d. Morals	44.0	54.0	93.0	33.0
e. Neatness	71.5	49.5	77.5	33.0
f. Rights of property & of others	44.0	90.0	62.0	132.0
g. Politeness	66.0	63.0	62.0	132.0
h. Social adjustment	49.5	72.0	108.5	99.0
i. Stealing	82.5	118.0	124.0	66.0

TABLE XII.—(Concluded)

	Ages			
	0-25	26-35	36-45	46
j. Tattling	71.5	54.0	93.0	132.0
k. Negroes and foreigners	27.5	31.0	15.5	33.0
7. Health				
a. Cleanliness	143.0	162.0	124.0	132.0
b. Contagion	27.5	40.5	93.0	33.0
c. Health habits	49.5	81.0	15.5	99.0
d. Nervousness	38.5	54.0	77.5	0.0
e. Nutrition	27.5	49.5	62.0	66.0
f. Physical defects	44.0	81.0	77.5	33.0
g. Sucking thumbs, biting nails, etc.	16.5	45.0	31.0	66.0
B. Community				
1. Problems where parents and homes are factors	264.0	243.0	232.5	297.0
C. Details of classroom procedure	264.0	193.0	217.0	231.0
III. Method				
A. How to teach subjects				
1. Arithmetic	181.5	247.5	170.5	165.0
2. Art	27.5	31.0	15.5	33.0
3. Bible	0.0	4.5	0.0	0.0
4. Geography	38.5	13.5	31.0	66.0
5. History	5.5	22.5	0.0	0.0
6. Language	110.0	153.0	201.5	99.0
7. Music	82.5	49.5	15.5	66.0
8. Reading	187.5	184.5	201.5	363.0
9. Spelling	66.0	140.5	93.0	198.0
10. Writing	126.5	85.5	139.5	0.0
B. How to teach pupils				
1. Motivation				
a. Attention	159.5	104.5	108.5	231.0
b. Interest	132.0	100.0	139.5	165.0
c. Memory	22.0	36.0	0.0	0.0
2. Methods affecting pupils' study and preparation of lessons	390.5	342.0	511.5	462.0
C. General				
1. Affecting the carry-over of work	110.0	9.0	62.0	0.0
2. Affecting freedom of classroom	55.0	67.5	62.0	66.0
3. Affecting the project method	55.0	27.0	0.0	33.0

Read: Assuming that there were 1,000 teachers reporting in each group, then under "Professional" group the teachers who were twenty-five years old or less reported 132 problems, the teachers who were twenty-six to thirty-five years, inclusive, reported 126 problems, etc.

TABLE XIII.—*The Distribution of Problems by General Topics on the Basis of the Ages of the Teachers Reporting Them Figured on 1,000 Teachers Reporting in Each Group. Based on Table D.*

	Ages			
	0-25	26-35	36-45	46
I. Organization				
A. Teacher	385	464	776	561
B. Class organization	490	680	868	528
C. Building and equipment	187	113	202	198
D. Course of study	149	153	326	198
II. Management				
A. Pupil	3328	3443	4185	4191
B. Community	264	243	233	297
C. Details of classroom management	264	194	237	231
III. Method				
A. How to teach subjects	836	923	869	990
B. How to teach pupils	704	563	960	858
C. General methods	121	104	124	99

Read: Assuming that there were 1,000 teachers reporting in each group, then under "Teacher" those who were twenty-five years old or less reported 385 problems, those who were from twenty-six to thirty-five, inclusive reported 464 problems, etc.

Do the teachers of different age groups have different problems?

Table XII gives the distribution of the problems under the MINOR topics as reported by the teachers of different age groups. Table XIII is the same by GENERAL topics. Each of the GENERAL topics under Organization caused the teachers who ranged in ages from 36-45 years the most trouble. The youngest group reported the least number under three of them. The group whose ages range from 26-35 years reported the least number under three of them. The group whose ages range from 26-35 years reported the least number under "Building and Equipment."

The oldest group reported the largest number under "Pupil" and "Community" and the youngest group the largest under "Details of Classroom Management." The youngest group reported the fewest under "Pupil," the 36-45 years groups the fewest under "Community," and the 26-35 year group the fewest under "Details of Classroom Management."

Method seems to give more trouble to the older teachers for the group 46 years and older reported the most under "How to Teach Subjects" and the 36-45 year group reported the largest number under "How to Teach Pupils" and "General Methods." The youngest group reported the least number under "How to Teach Subjects," the 26-35 year old

group the fewest under "How to Teach Pupils," and the oldest group the fewest under "General Methods."

There are fewer "holes in the table of MINOR topics distributed according to ages than in the table where the distribution is according to grades. However, there are a few MINOR topics where the teachers of certain ages did not report problems. Such is true of "Dreamers" for the two older groups.

Reference to Table XII shows that there is a wide spread in the number of problems under some of the MINOR groups as reported by the teachers of the various age groups. For example, the "Sub-normal" child caused the youngest teachers 242 problems, and the 36-45 year group only ninety-three. But "Reading" caused the oldest group 363 problems and the 26-35 year group only 185.

It can be said that the problems vary from topic to topic among the teachers of the different groups, one group running high in one topic and, perhaps, low in the next one. It should be noted, however, that the older teachers raise more problems under the MAJOR head Organization than do the younger ones.

TABLE XIV.—*Distribution of Problems on the Basis of the College Training of the Teachers Reporting Figuring 1,000 Teachers Reporting in Each Group. Based on Table* E.

	Training in Months				
	0-9	10-18	19-27	28-36	37
I. Organization					
A. Teacher					
1. Professional	126	141	122	168	120
2. Personnel	42	56	41	98	30
3. Supervision	42	66	110	112	270
4. Community contact					
a. P. T. A.	84	47	83	42	0
b. Personal contact	0	56	83	14	60
5. Substitute teachers	0	24	29	14	0
6. Records, reports, and bulletins	0	38	29	98	0
B. Class Organization					
1. Size and number of classes	0	66	46	0	0
2. Organizing classroom	42	71	81	98	90
3. Daily schedule or program	42	52	52	56	60
4. Classification of pupils	294	118	162	224	150
5. Lack of time	42	56	116	98	60
6. Grading and promotion	168	132	83	126	150
7. Special programs	0	19	29	28	0
8. Tests and examinations	42	33	12	42	0
9. Interruptions	0	5	58	42	0

TABLE XIV.—(Continued)

	Training in Months				
	0-9	10-18	19-27	28-36	37
C. Buildings and Equipment					
1. Buildings and janitor	42	66	81	98	90
2. Supplies and equipment	84	80	64	98	60
D. Course of Study					
1. What to teach	84	170	226	112	90
II. Management					
A. Pupil					
1. Varying abilities					
a. Over age	252	47	41	42	120
b. Sub-normal	42	212	168	420	150
c. Slow	210	183	232	420	60
d. Slow and bright	126	80	116	112	150
e. Bright	42	103	99	70	60
f. Individual adjustment	126	118	174	420	90
2. Pupil control in classroom					
a. Whispering	0	52	58	84	60
b. Talking aloud	168	108	215	154	90
c. Discipline					
(1) Individual	168	122	255	322	240
(2) Group	294	146	244	266	150
3. Pupil control outside classroom					
a. To and from school	168	146	139	238	90
b. Playgrounds, halls, lunch rooms, etc.	378	160	249	210	270
c. Coming too early	84	42	52	28	0
4. Attendance					
a. Absence	126	122	99	154	60
b. Tardiness	84	108	93	140	240
5. Problems of mental adjustment					
a. Dreamers	0	24	12	14	90
b. Indifferent	42	19	29	56	30
c. Lazy	0	52	41	28	90
d. Show-off	0	14	12	42	60
e. Shy	0	24	46	70	30
f. Stubborn	0	66	64	70	180
g. Sundry attitudes	42	14	46	56	0
6. Social-ethical adjustment					
a. Citizenship	84	56	52	70	90
b. Cheating	126	42	47	84	30
c. Lying	42	75	151	70	120
d. Morals	126	24	75	28	120
e. Neatness	84	47	52	42	180
f. Rights of property and of others	42	56	75	98	90
g. Politeness	0	80	81	14	60
h. Social adjustments	0	56	81	42	120
i. Stealing	0	85	46	126	60
j. Tattling	210	52	81	28	90
k. Negroes and foreigners	84	28	23	42	30

TABLE XIV.—(Concluded)

	Training in Months				
	0-9	10-18	19-27	28-36	37
7. Health					
a. Cleanliness	336	108	145	140	240
b. Contagion	42	47	35	24	60
c. Health habits	0	52	75	42	120
d. Nervousness	0	47	52	14	120
e. Nutrition	84	42	35	24	90
f. Physical defects	42	66	64	70	30
g. Sucking thumbs, biting nails, etc.	42	42	23	28	30
B. Community					
1. Problems where parents and home are factors	252	185	319	182	240
C. Detail of classroom procedure	252	212	191	280	240
III. Method					
A. How to teach subjects					
1. Arithmetic	546	146	226	224	150
2. Art	42	28	12	42	60
3. Bible	0	5	0	0	0
4. Geography	0	33	17	28	60
5. History	0	14	6	28	0
6. Language	210	89	151	140	300
7. Music	0	42	81	84	0
8. Reading	84	100	278	196	30
9. Spelling	168	108	122	70	60
10. Writing	84	108	93	98	90
B. How to teach pupils					
1. Motivation					
a. Attention	126	127	133	84	150
b. Interest	210	56	162	112	150
c. Memory	126	19	23	0	30
2. Methods affecting pupils' study and preparation of lessons	714	334	365	464	450
C. General					
1. Affecting the carry-over of work	126	14	13	0	0
2. Affecting the freedom of classroom	84	42	52	126	60
3. Affecting the project method	42	47	12	56	0

Read: Assuming that there were 1,000 teachers reporting in each group, then under "Professional" those having nine months or less of college training reported 126 problems, and those having from ten to eighteen months, inclusive, of college training reported 141 problems, etc.

TABLE XV.—*The Distribution of Problems by General Topics on the Basis of the College Training of the Teachers Reporting Them Figuring on 1,000 Teachers Reporting in Each Group. Based on Table F.*

	Training in Months				
	0-9	10-18	19-27	28-36	37
I. Organization					
A. Teacher	294	428	516	546	420
B. Class organization	630	550	650	714	510
C. Building and equipment	126	146	145	196	150
D. Course of study	84	169	226	112	90
II. Management					
A. Pupil	3396	3008	3787	3542	3990
B. Community	252	196	319	172	240
C. Classroom details	252	200	191	280	240
III. Method					
A. How to teach subjects	1134	733	986	910	750
B. How to teach pupils	1176	531	673	630	780
C. General methods	252	103	75	172	60

Read: Assuming that there were 1,000 teachers reporting in each group, then under "Teacher" those having nine months or less of college training reported 294 problems, those having from ten to eighteen months of college training reported 428 problems, etc.

Does the amount of college training which teachers have change the problems which they report?

The distribution of the problems by the GENERAL heads according to the amount of college training which the teachers have is given in Table XV.

The problems which grow out of Organization were reported in large numbers by the teachers having the more training. Those having from twenty-eight to thirty-six months of training reported the most problems under "Pupil," "Class Organization," and "Building and Equipment."

Those having from nineteen to twenty-seven months of training sent in the largest number under "Course of Study." The smallest number reported under these divisions is as follows: The group having nine months or less of training, "Teacher," "Building and Equipment," and "Course of Study." Those having thirty-seven months or more, "Class Organization."

More training seems to bring more problems under Management. The "Pupil" was the greatest worry to the teachers with the most training, the "Community" to those with from nineteen to twenty-seven months, and "Classroom Details" to those with from twenty-eight to thirty-six months.

All three GENERAL topics under Method had more problems

reported by the teacher with the least amount of training.

The MINOR problems show no definite trends of distribution according to the amount of training the teachers have.

The teachers of any one group will report the largest number under one topic and perhaps the least number under the next one. This is typical of the distribution as shown by Table XVI.

TABLE XVI.—*Distribution of the Problems Based on the Experience of the Teachers Reporting Them Figuring on 1,000 Teachers Reporting in Each Group. Based on Table G.*

	Experience in Years				
	0-5	6-10	11-20	21-30	30
I. Organization					
A. Teacher					
1. Professional	129	144	124	168	300
2. Personnel	28	60	84	84	0
3. Supervision	90	66	106	224	200
4. Community contact					
a. P. T. A.	45	78	62	64	0
b. Personal contact	34	84	88	28	0
5. Substitute teachers	34	6	35	0	0
6. Records, reports, and bulletins	34	6	62	168	0
B. Class organization					
1. Size and number of classes	56	36	44	28	0
2. Organizing classroom	73	96	88	0	100
3. Daily schedule or program	67	48	35	84	0
4. Classification of pupils	151	126	165	308	100
5. Lack of time	56	30	194	112	100
6. Grading and promotion	78	150	159	140	100
7. Special programs	15	12	44	28	0
8. Tests and examinations	15	30	44	0	0
9. Interruptions	15	0	79	56	0
C. Buildings and equipment					
1. Buildings and janitors	95	36	88	168	0
2. Supplies and equipment	78	72	70	140	0
D. Course of study					
1. What to teach	106	192	238	252	100
II. Management					
A. Pupil					
1. Varying abilities					
a. Over age	39	48	88	84	200
b. Sub-normal	291	90	167	84	100
c. Slow	190	150	238	224	200
d. Slow and bright	225	90	88	252	100
e. Bright	225	78	123	56	0
f. Individual adjustment	72	174	167	224	200
2. Pupil control in classroom					
a. Whispering	45	84	53	0	100

TABLE XVI.—(Continued)

	Experience in Years				
	0-5	6-10	11-20	21-30	30
b. Talking aloud	134	156	201	112	0
c. Discipline					
(1) Individual	252	168	220	140	200
(2) Group	217	192	255	196	200
3. Pupil control outside of classroom					
a. To and from school	73	210	158	56	600
b. Playgrounds, halls, lunch rooms, etc.	157	204	273	364	400
c. Coming too early	39	48	35	56	100
4. Attendance					
a. Absence	157	120	26	168	200
b. Tardiness	134	78	97	224	300
5. Problems of mental adjustment					
a. Dreamers	49	6	9	0	0
b. Indifferent	34	12	44	56	0
c. Lazy	45	54	44	28	0
d. Show-off	39	12	9	0	0
e. Shy	62	18	44	0	0
f. Stubborn	106	54	44	56	100
9. Sundry attitudes	28	42	9	28	200
6. Social-ethical adjustment					
a. Citizenship	45	66	79	84	0
b. Cheating	67	36	79	168	100
c. Lying	134	90	88	84	0
d. Morals	39	36	88	84	100
e. Neatness	67	60	35	84	100
f. Rights of property and of others	45	78	114	84	100
g. Politeness	62	54	70	56	400
h. Social adjustment	45	78	88	56	200
i. Stealing	95	78	332	112	0
j. Tattling	62	42	97	84	300
k. Negroes and foreigners	28	36	18	0	100
7. Health					
a. Cleanliness	129	174	141	112	200
b. Contagion	22	30	88	28	100
c. Health habits	56	78	44	84	0
d. Nervousness	45	42	53	0	300
e. Nutrition	34	54	35	28	200
f. Physical defects	34	96	70	28	100
g. Sucking thumbs, biting nails or objects	17	30	35	112	100
B. Community					
1. Problems where parents and home are factors	258	210	264	392	100
C. Details of classroom procedure	252	168	246	280	100
III. Method					
A. How to teach subjects					
1. Arithmetic	163	300	157	140	100
2. Art	28	36	26	0	0

TABLE XVI.—(Concluded)

	Experience in Years				
	0-5	6-10	11-20	21-30	30
3. Bible	0	6	0	0	0
4. Geography	40	12	9	112	0
5. History	11	24	0	0	0
6. Language	157	108	167	140	0
7. Music	67	72	26	28	100
8. Reading	157	192	238	224	400
9. Spelling	50	126	167	140	100
10. Writing	118	114	70	84	0
B. How to teach pupils					
1. Motivation					
a. Attention	146	120	88	196	100
b. Interest	129	102	62	280	100
c. Memory	28	24	26	0	0
2. Methods affecting pupils' study and preparation of lessons	372	312	484	236	800
C. General					
1. Affecting the carry-over of work	11	0	44	28	0
2. Affecting the freedom of classroom	62	30	144	56	0
3. Affecting the project method	34	42	26	28	0

Read: Assuming that there were 1,000 teachers reporting under each group, then under the "Professional" group those having 5 years or less of teaching experience reported 129 problems, and those having from 6 to 10 years, inclusive, of experience reported 144 problems, etc.

TABLE XVII.—*The Distribution of Problems by General Topics on the Basis of the Experience of the Teachers Reporting Them Figuring on 1,000 Teachers Reporting in Each Group. Based on Table H.*

	Experience in Years				
	0-15	6-10	11-20	21-30	30
I. Organization					
A. Teacher	392	444	563	756	500
B. Class organization	532	528	862	756	400
C. Building and equipment	174	108	158	308	0
D. Course of study	106	192	238	252	100
II. Management					
A. Pupil	3394	3246	3758	3836	5600
B. Community	258	210	264	392	100
C. Details of classroom	252	168	246	280	100
III. Method					
A. How to teach subjects	790	990	871	868	700
B. How to teach pupils	678	558	660	812	1000
C. General methods	106	72	185	112	0

Read: Assuming that there were 1,000 teachers reporting in each group, then under "Teacher" those having five years or less of experience reported 392 problems, and those having from six to ten years, inclusive, reported 444 problems, etc.

What influence does experience have upon the teachers' problems?

The effect of experience upon the problems which the teachers reported can be learned from Tables XVI and XVIII. The group which had taught for 21-30 years found more difficulties under "Teacher," "Building and Equipment," and "Course of Study." "Class Organization" problems were more numerous for the 11-20 year group.

Under Management "Pupil" brought 5,600 problems from the teachers who had taught over thirty years. The next largest number was 3,836 reported by the teachers whose experience was from 21-30 years. This last group sent in the most problems under "Community" and "Details of Classroom."

The greatest number of problems were reported under "How to Teach Subjects" by the 6-10 year group, under "How to Teach Pupils" by the 31 year and over group, and "General Methods" by the 11-20 year group.

The distribution of the problems on the MINOR topics shows about the same as the last three tables of MINOR topics. There are a few "holes" and the range from lowest to highest varies from group to group among the different topics.

CHAPTER IV

Problems of Organization

What is the nature of the problems which have been classified under Organization and how do these problems differ among teachers who teach different grades?

Chapters IV, V, and VI will attempt to analyze the problems of this study so as to discover their nature and whether they differ materially according to the grades which the teachers teach. The problems themselves will be considered and different ones quoted to show exactly what the teachers are meeting. The chapters will follow the MAJOR headings of the outline:

Organization
Management
Method

The general plan of procedure in these chapters will be to consider each MINOR topic separately. This will be done, first, by pointing out the general nature of the problems in the topic and showing whether the problems differ as to the grades taught, and second, by quoting a few type problems which the teachers have given. A word or phrase will be given just before each problem quoted to indicate the nature of the problem. The problems which are quoted will be serially numbered from one on, the number appearing just before the problem. The grade which the reporting teacher was teaching will be given at the end of each problem.

There are 718 probelms under Organization classified under four GENERAL heads and under nineteen MINOR sub-divisions. A consideration of the problems under each of these MINOR topics follows.

Professional

The elementary classroom teachers are not unconscious of the professional side of their work. They sent in seventy problems which have been classified under this head. They show her to be thinking of her own training and professional growth. She is concerned about doing her work well and is wondering whether the community fully appreciates her services as expressed in salary schedules.

These problems do not show any definite trends according to the particular grades taught.

Type Problems

Certification

1. "Why don't the states have laws so that a teacher who has a certificate in one state can teach in another?"—Sixth.

Salary

2. "High cost of board and room and not enough salary to live comfortably."—First.
3. "Why is it that experienced and successful teachers have to accept the same wages as the insincere and inexperienced teachers? Why doesn't Nebraska expect higher qualifications for teachers? Shouldn't a teacher be paid according to her training, experience, and success? Then why can inexperienced high school girls demand the same wages as an experienced teacher?"—Sixth.

Professional organizations

4. "It's a problem to know what to do when a principal wishes you to join all organizations pertaining to school and it is out of your line of work."—Kindergarten.

Training in methods

5. "Every day the biggest problem seems to me to be the lack of knowing the best methods to use in each subject taught."—Sixth.

Professional reading and recreation

6. "I think the biggest problem of a teacher is that too much is expected of us. We are to keep our work definitely and fully planned, attend meetings, read all new articles and books, and many other items. To do everything expected of us would take all of our twenty-four hours daily. Where can we find time for sufficient recreation and rest? This is a problem no one has ever helped or even tried to solve."—Second.
7. "Again! To find time and strength to keep in touch with the 'forward looking' professional thought, with the scientific and cultural advance. One wishes to be not merely a cog in the great educational machine, but a vital contributing personality in the community. How is one to do it on twenty-four hours a day? I have lived practically all my life 'by the clock.' I have learned, I think, to make each minute yield its 'sixty seconds worth of distance run' and yet it is not sufficient. Can any normal school or college training help here? I think not. Clerical demands become greater and greater. Every department of the system grows more statistical and more and more time must be devoted to dead facts instead of living children. What is the solution?"—Fifth.

Personal conduct as teacher

8. Is it unwise for a teacher to attend public dances and skating parties?"—Fifth.

Professional attitude toward predecessor

9. "What to do with parents who talk to you about the teachers preceding you."—Second.

Daily preparation and plans

10. "To plan my preparation periods during the twenty-four hours so that I can accomplish the most effectively with the least amount of sleep. (This is not levity.)"—First.
11. "I find it difficult to follow plans made out a week in advance.

So often the children's enthusiasm runs along other lines and much better results are accomplished if the child's suggestions are followed. However, I do make my plans as a general guide."—Kindergarten.

Personnel

The problems classified under "Personnel" are those having to do with the teacher's relation to her co-workers. The difficulties appear when the teachers become intolerant or inconsiderate of one another. The problems here arise because the nature of the school itself requires teachers to work in the same building, use the same equipment, and in general, "to give and take" in the course of the day's work.

The problems are general and not peculiar to any grade.

Problems

Talk about the principal

12. "What to do with teachers who talk about another principal?" —Second.

Criticise other teachers

13. "I have noticed a tendency on the part of some younger teachers to criticise teachers and to say unkind things about those who are supposed to be exceptionally strong in their work. My previous training was along the line of looking for the good in others. It was unprofessional to gossip."—Fourth.

"Shop talk" at meals

14. "At the place where I eat my meals there are some girls who talk school and troubles all through the meal. It bores me. If we change the conservation they shift back right away."—Sixth.

The pessimistic teacher

15. "In this building there is a teacher who is apparently very unhappy. I have worked with her for five months and all I ever hear is trouble. Never once have I heard her speak kindly of a child with whom she has worked. On the other hand she never fails to tell all of the unpleasant things—and evidently she has her share of them. What can be done with this type of teacher to get better cooperation?"—Fifth.

Supervision

The problems of supervision seem to originate in the lack of complete understanding between the supervisor and the teacher. The teacher speaks of the supervisor as being inaccurate, taking too much time, not helping enough or in the right way, and expecting too much to be done in her special subject. She also feels that the supervisor does too much fault finding and not enough encouraging. The general tone of these problems would seem to indicate that the teachers were chafing under the supervision which they are receiving. The problems run much alike in all of the grades.

Problems

Supervisor's schedule

18. "A supervisor who expects to come into the room anytime of the day to present her work."—First.

Assignments too long

17. "It is quite a task to complete the amount of work in either Art or Music that the supervisors assign to be done in twenty minutes, and that they accomplish in forty to fifty minutes when they teach the subject themselves. Why should they be allowed to take more time than the regular teacher?"—Fourth.

Supervisors should teach

18. "Lack of practical help from some of the supervisors. The supervisors do not teach during their visits and seldom give any practical help. They give much theory but do not conduct classes or give instructions about new lines of work, leaving the course to be pursued very indefinite."—Fourth.

Supervisors cannot stand criticism

19. "Supervisors take the attitude when a teacher suggests some other way of doing things, that they are being criticised or make a teacher feel that she should not dare criticise them. Many times she keeps still when much needs to be said."—Fifth.

Supervisor always criticises

20. "Some supervisors always criticize the lesson without mentioning the good points or encouraging the teacher. If they would give a model lesson every few visits, the teacher would derive some benefit from a supervisor."—Third.

P. T. A.

The teachers are much concerned over the P. T. A. They are asking whether the good that it accomplishes is worth all it costs in effort. They say the parents lack interest, expect to be entertained, and wait for the teachers to do all the work. For the teachers to prepare the special programs requires too much time of the school. However, some of the problems indicate that the P. T. A. has helped very much in the solution of the teachers' difficulties. The problems run about the same for all grades.

Problems

Money raising

21. "Our entire set of teachers is having a problem in connection with our P. T. A. work. We have had one money-raising program this year and our fund now on hand is $50. Our president insists that we give a program of some kind and make more money."—Second.

Purpose questioned

22. "I consider that our P. T. A. has lost its true purpose for existing. The parents do not discuss real school problems, but it seems that most of them merely come to be entertained and get a lunch. How can this difficulty be overcome?"—First.

Burdensome

23. "How can P. T. A. be made less burdensome for the teachers? Each month at the meeting one, two, or three teachers are expected to put on a little program, while it seems that most of the parents do not take an active part and many of them do not even attend the meetings. I feel that under these conditions the P. T. A. is not accomplishing its purpose."—Third.

Interest lacking

24. "How to carry on a successful P. T. A. when most of the mothers are more interested in social affairs."—Sixth.

Helpful

25. "Cooperation with the teacher and with the mother about the child if he is dull or slow in his work. Often times the mothers say they do so well at home. P. T. A. has helped wonderfully."—Second.

Teacher's Personal Contact with the Community

The teacher does not always find it easy to adjust herself to her community. She asks a number of times about her duty in respect to the Church and the Sunday School, and seems to feel that, socially, she cannot do as other people. How to meet and get acquainted with her patrons is a puzzle. To find a satisfactory place to room and board is not always easy. All teachers seem to meet the same problems.

Problems

Church and Sunday School

26. "What to do about my duty toward the church—as leader of community."—Third.
27. "Should the teacher be expected to teach a Sunday School class?"—Fifth.

Home visits

28. "It is a problem to know whether to visit the home of children. Sometimes you seem welcome and sometimes not."—First.

Social

29. "Outside of church, social affairs, and teachers' affairs, we do not meet the people of our community socially. It makes us feel rather apart; different from the people with whom we really live."—Fourth.
30. "Not enough amusements and pleasures allowed the teachers." —First.

Public opinion

31. "Should public opinion in one's school community influence one's questions of right and wrong?"—Fourth.

Substitute Teacher

There are a few problems relating to the cadet or substitute teacher. The pupils will not behave and their general attitude toward her is wrong. She does not always follow plans. The practice teacher seems to present a problem in those cities where the public schools serve as training schools.

Problems

Cadet

32. "New University cadets—new adjustments. Children inclined to take advantage."—First.

Plans not followed

33. "My substitute did not use my plans I had assigned which were very clearly stated, etc. This has occurred before and it interferes with my next day's lesson."—Fourth.

Pupils' attitude

34. "What is wrong when a teacher has good order and good work in her room but the pupils do not respond favorably to a substitute? Lack of industry and general disorder seem to reign."—Fourth.

Records and Reports

The making of records and reports seems to be a burden to the teachers. They feel that they take too much of the teacher's time and that they are never used anyway after they are made and filed.

Problems

Reports a burden

35. "Several teachers have talked to me this week, separately, and this seemed to be on their minds: 'What is the coming generation to be? Children get such a smattering of this and that, that they are shallow and not well drilled on anything. We teach too many things and none of them well. We are having a diagnostic arithmetic test from the office. It is in the fundamentals. There are so many different items to list for each child in each one that it is taking hours and hours of time to record the results. It takes so much time that many of us have had to lay aside the correcting of our regular work to do this. If each teacher could keep the papers and the diagnosis of each child's trouble, she might be able to help him, but of what use will it be filed in the office, and it is too big a piece of work to copy. After it is once done, one is too disgusted to think of copying.' "—Fifth.

36. "During my first two months of teaching I spent much time on all my reports that had to be sent to the office. I had no idea what a school system required."—First.

Size and Number of Classes

The next nine topics are sub-divisions of classroom management. The first has to do with the size and number of the classes. The problems here show very clearly that teachers feel they are unable to do their best work when they have too many classes or too many puppils in each class. The teachers of all grades raise these same questions.

Problems

Classes of unequal size

37. "Mid-year promotions which cause one teacher to handle two

different sections of unequal sizes, such as ten or fifteen pupils in one class and forty or forty-five pupils in another."—Kindergarten.

Too many pupils

38. "Having time to listen to the children's ideas. A big room full of children leaves so little time for individual development through allowing self expression."—First.

Too many classes

39. "How to successfully teach two divisions and give them all the required subject matter."—Second.

Organizing Classroom for Work

The teachers are finding difficulties in organizing the classroom so as to work to the best advantage. The teachers of the lower grades are troubled about the management of things, such as the distribution of supplies, checking up on the project materials, and keeping track of the child's personal belongings. Such problems as checking up on the written work, organizing pupils for group work, etc., appear in all grades.

Problems

Care of things

40. "To get children to put things away where they belong. Some play with a toy a while and then go and leave it."—Kindergarten.

Children's property

41. "How should I help the pupils to keep from losing their mittens?"—First.

Distribute materials

42. "How to distribute materials such as colors, etc., for seat work and not waste time or take the interest away from the children."—Second.

Organize pupils

43. "How to organize a new group of pupils from a disciplinary standpoint and create the proper atmosphere in the room."—Sixth.

The Daily Schedule

There seems to be no difference in problems here from grade to grade. The teachers say they find it hard to make schedules that will give enough time for each required subject. Schedule making is especially difficult where the teacher has two classes of unequal size. After a schedule is made they do not find it easy to follow.

Problems

Two grades in one room

44. "I find it difficult to arrange a satisfactory program for a combined First and Second grade room."—First.

Two grades unequal in size

45. "One of my most difficult problems is the apportionment of time to unequal divisions as a small A class and a large B class."—Second.

Cannot stop on time

46. "A very hard problem for me is to stop recitations on scheduled time when I have something that I wish especially to get across to the children. It is a great temptation to go on until I am sure that all in the class have grasped the point that I am trying to get across to the children."—Third.

Combine classes

47. "I have been working on a reduction of the number of classes trying to work out some other plan so that some subjects could be taught as one instead of in two classes, bringing about more of a correlation between subjects than we now have."—Sixth.

Classification

The pupil who is not ready for the work of the grade is one of the teacher's big problems. The child's weakness may be due to his changing from one school to another where the courses of study are different, or to poor "foundation" work. Occasionally the child who finds the work too easy is the problem. The teachers also are asking what to do with the child who is poor in only one or two subjects. Shall he be retained or sent back? The problems are much the same in all the grades.

Problems

Pupil too young

48. "Pupils that seem too young for the grade they are in, although they receive a passing grade."—Sixth.

Pupil poor in one or two subjects

49. "Is it better for children to take the half year work over if class work is low in two subjects, than to peg along only doing half the work while other classmates move right along?"—Fifth.

Pupil from another school

50. "What shall I do with children who come from another school? They have not had our work and are not able to follow on."—First.

Overage pupil

51. "I have a sixteen-year-old boy in 3B. He is very poor in reading. Would it be advisable to push him on despite this one handicap? He is a new pupil, having entered our school but a short time before Christmas vacation. Because of his age and stature I thought it advisable to promote him at the end of the term."—Third.

Mentally weak pupil

52. "One problem is working with a group of children who are too far advanced according to their mental capacity."—Fourth.

Lack of Time

In the organization of the teacher's work she finds the need for more time. Large groups, too many classes, and too many subjects make such demands on her time that she feels she cannot do justice to her pupils. She raises the question a number of times as to how to help the individual child. The teachers of all grades seem to be working with a crowded program.

Problems

Seat work

53. "It takes too much time to prepare seat work which the children can master in a very few minutes."—First.

Individual help

54. "One of my big problems is to find the time for individual help which children need. Custodians must have the rooms at certain hours; work must be arranged for the next day; papers must be corrected and grades recorded. How to make the time cover all the demands. 'Aye, there's the rub.' "—Fifth.

Large classes

55. "A teacher should have more time to give individual help, which so often is impossible in rooms of forty to forty-five pupils. So much must be taught as per outline, but where and how to arrange for more time. The schools are criticised for poor spellers. Perhaps fifteen minutes per day is allowed for teaching spelling to a class of twenty-five. There is not enough time allowed for essential subjects which can only be taught by constant review and drill."—Second.

Time for "extras"

56. "How to find time for regular work and also all 'extras' required."—Fourth.

Grading and Promotion

Teachers feel the need of more definite standards for grading the children's work. They complain that one teacher grades high while another low. What to do with the slow pupil at promotion time is the eternal question. Teachers are constantly meeting the problem of explaining to parents why the pupil did not receive a higher grade or was not promoted.

Problems

No grading standard

57. "Lack of uniform standard of grading. Pupils who are poor students receive good grades from former teachers, then are lowered in this room. This causes complaints from parents and worry to present teacher."—Third.

Pupils work for grade

58. "When children are graded in per cents there arises a problem of how to encourage high scholarship and discourage the habit

of working for a grade. Children prize one hundred per cent work so cheat and without realization form habits of dishonesty."—Second.

Satisfying parents

59. "In convincing a mother that her child was being graded as high as his work seemingly deserved showed that we need something more than a judgment grade for our basis of grading in Primary grades. The question arose in the first place over the fact that another boy in another section of the same grade was getting much higher grades and apparently no better a student. Which teacher's grading was right?"—First.

Examination vs. promotion

60. "Would you promote a child regularly who does fairly well in his everyday work but fails completely in semester examinations?"—Sixth.

Special Programs

Where to find material for special programs and the time to prepare them bother the teachers. The requests for special programs are not always from within the school. Often outside organizations want them. They also raise the question about the special compositions asked for by various clubs, etc.

Problems

Mother gives a party

61. "Should I allow a mother to give a party at the school using school time? Only children of room to be present."—First.

Auditorium program

62. "What work can we take in auditorium period that will permit all to participate?"—Fifth.

Clubs want essays

63. "Just how much of the requests for compositions and such, as asked for by various clubs and organizations, should we try to do?"—Sixth.

Tests and Examinations

The teachers have raised such questions as how to give standard tests and what are the best types. They seem to feel that there are too many tests and examinations sent out from the office.

Problems

How to give a mental test

64. "How shall I give a mental test to first grade pupils?"—First.

Types of tests

65. "What type of tests, such as semester tests, are best in the different subjects for Sixth grade?"—Sixth.

Questions from the office

66. "My problem is to anticipate all the difficulties that may arise in tomorrow's examinations. Never seeing the questions I don't know whether they will be any one or several of the many new types of questions and I am trying to acquaint the

children with every possible form as well as the subject matter which these questions might include."—Fifth.

Interruptions

All kinds of interruptions disturb the teacher in her work. She feels that her class work should come first. These two problems will show her state of mind.

Problems

Outside activities

67. "I find it impossible to get everything done that is required of me in a working day of reasonable length. Along with regular school work are outside activities, teachers' meetings, standard tests, mental tests, etc. It seems to me that we must give more than a reasonable amount of time and energy to those things that are an addition to regular school work."—Sixth.

Selling things

68. "We read considerable about saving time in the school room. I'm wondering if a lot of our time is not being taken up in selling of seals (at Christmas time), football, and basketball tickets, etc. A day is not long when we must crowd in so many extra things."—First.

Buildings and Janitor

The teachers are sensitive to the condition under which they work as is shown by the problems they sent in relative to the buildings and their care. They are asking for better janitorial service, better ventilation, and better planned buildings. They also complain about the lack of heat. Classroom work is interferred with because the building is not equipped with ample storage space. The teachers also speak of a lack of sufficient or of improper window lighting.

Problems

Storage space

69. "Where can the children's unfinished projects be kept intact for the next day's work? The room is not equipped with lockers and the cupboards are not low enough for children's use."—Kindergarten.

Poor light

70. "How shall I teach reading when the room is too dark for the children to read printed matter of their texts?"—First.

Janitor service

71. "Janitor service has always been a problem. We have one who is above the average but every time anything extra is to be done he either does it half or not at all. It takes constant driving to get things done the way we want them."—Fifth.

Ventilation

72. "Ventilation. Keeping the air in my room fresh in cold weather when the windows cannot be opened only for a short time."—Third.

Supplies and Equipment

The teachers of the lower grades are having trouble finding enough seat work material as well as enough general supplementary helps. The teachers in Grades IV, V, and VI are asking for supplementary materials for Reading, Geography, English, Arithmetic, and Hygiene. All teachers speak of being short of pencils, paper, and art supplies in general. They also are finding it hard to get suitable materials for the various special holiday programs.

Problems

More materials

73. "To find enough material to correlate with the project that you are working out—as songs, stories, games, and rhythms."—Kindergarten.

Special day materials

74. "To provide material suitable for the Sixth grade for celebration of birthdays in February."—Sixth.

Poems or stories

75. "Often required or suggested poems or stories are called for in a course of study, but when we want to use them there comes the difficulty of really getting them—too often the libraries have them already loaned. Poems one could copy for himself but with stories it is different. The change of work in grade makes a difference too."—Second.

Supplementary helps

76. "Where and how to obtain more supplementary material for such subjects as: English, Reading, Geography, and Hygiene—material that will be new and interesting for the class."—Fourth.

Course of Study

The teachers of all grades are asking what shall be taught. They want the course of study to be more definite and complete. At times it is too difficult. They find that the books are often poorly graded. The teachers of the first three grades ask a number of times what to plan for suitable worthwhile seat work for the group that is not reciting. This seems to be their most urgent need.

Problems

Why teach addition

77. "I heard a business man say, 'Why spend so much time drilling on addition; all business people use adding machines.' How to meet this question?"—Sixth.

Schools teach too much

78. "To me the biggest problem is that we, as a school, are taking in too much—we seem to be leaving nothing to the parent. We are doing so much that it is impossible to crowd in all of it and do it well."—Fifth.

Parent and course of study

79. "A note from a parent asking why the alphabet was not taught and wondering how anyone could possibly learn to read without knowing the alphabet first."—First.

Seat work

80. "One of my problems is to find educative seat work that will keep the children busy for any length of time, and easy to check. Unless it is checked it is of no value. Our time is limited so it cannot always be checked."—First.

Course of study poorly graded

81. "Another problem is the great difference in the Kindergarten and the Girst grade. The Kindergarten is all free work and it seems too great a change upon entering the First grade, where seats are fastened down to the floor and a definite piece of work is given to be accomplished in a definite way and in a given time."—First.

Course of study too difficult

82. "Keeping up with course of study when your group cannot cover ground in alloted time and material is absolutely essential."—Third.

CHAPTER V

Problems of Management

There are 1,995 problems, or 66.3 per cent of all of them, under Management. These are classified under the three GENERAL heads of "Pupil," "Community," and "Details of Classroom Management." These GENERAL heads are subdivided into forty-two MINOR topics.

This large group of problems grows out of the teacher's effort to manage or control the child as an individual, the parents and members of the community, and the group of children as a class unit. One thousand seven hundred and sixty-seven of them center in the pupil himself.

Over-Age Child

The over-age child presents a problem to the teachers of all grades unless it is the Kindergarten teacher. She does not mention this type of problem. The child who is above the average age for his group lacks interest in his work, presents problems of discipline within the school, and is a social misfit. As he approaches the limit of the compulsory attendance age he wants to quit school, so becomes restless and will not try to do his work. Teachers are asking for a different type of work for the over-age child.

Type Problems

Social problem

83. "One mother wrote me a note saying that the other children laughed at her boy when he got up to read. She asked me to please make them stop it. This boy is four years older than the average child in the room. His voice is changing and he comes to school dressed very shabbily. He is a very poor reader. How would you handle the problem?"—Fourth.

Weak in subject matter

84. "This week and every week one great big problem is the large boy and girl, overage, who can scarcely do first grade reading and you are supposed to help them make their grades."—Second.

Lacks interest

85. "The problem of presenting material to overage children so that they will at least be partially interested."—Fifth.

Compulsory age limit

86. "Another extreme, the large overgrown fifteen-year-old waiting for sixteen years to arrive. Not interested in class work and only here to pass time away."—Sixth.

Sub-Normal Child

In speaking of the sub-normal child teachers are referring to those of low mentality, often speaking of them as morons or imbeciles. The children of this group are causing teachers much trouble. They seem to be found in almost every school. The teachers say they need more time to work with them. The fact that these children are grouped with children of normal condition presents a problem. The teacher feels the need of special subject matter and special methods, saying that the regular course of study cannot be mastered. This type of child is often a real disciplinary problem, the teacher even raising the question as to whether he should be disciplined along the same line as the other children. There is a felt need for a special room for these unfortunates, the question being asked how long to keep them in each grade if no such room is available. The social adjustment of the child to the group is a real problem also. The teachers raise the question whether it it isn't positively damaging to have them associate with the other children. They point out that their lack of mental ability usually causes them to be much older than the rest of the group. This raises a serious social and moral problem with the early adolescent child.

The teachers find the parents of the sub-normal child very difficult to handle, for usually they will not admit that their children are different from the normal group.

The type of problem does not vary much from grade to grade. There, naturally, will be more of these sub-normal children in the lower grades because they are gradually eliminated as they go along. Due to being retained they grow older than other members of the group as they pass to the higher grades.

Type Problems

Discipline

87. "How to handle a boy of feeble-minded mentality so that he will refrain from disturbing pupils around him and do a little concentration on the lesson?"—Fourth.

Study period

88. "How to keep two pupils with inferior ability studying when it is impossible to supervise their work."—Third.

Lack of time

89. "I have three sub-normal children in a room with forty-seven pupils. How can I give them anything that will help them? Every minute is filled. A class on the floor most of the time."—Third.

Parents

90. "How is one tactfully to tell a mother that her child is below the average mentality and cannot be expected to do the work of an average child?"—Second.

Social

91. "Is it not rather unfair to have the ordinary child associate constantly with the sub-normal? If this condition existed in your school, what would you do?"—First.

Special room

92. "There are two children in my room who are mentally deficient. It seems so hard to have them with the other normal children. There is a 'special' room in our building but these are too young to enter it."—First.

The Slow Child

The "slow child" is one who, the teachers say, can do the work of the school but requires more time, needs special help, and should have the amount of work required in the course of study lessened. These children often lose interest in their work and, therefore, become "idlers" or "setters."

The teachers raise the question whether the slow child should be required to work longer hours each day by being kept after school to receive "special help," or by being required to do school work at home. Some doubt the value of this practice. The teacher needs more time to give this child special help; she says with large groups to teach it cannot be done. The assignment is very hard to make, for work that is right for the average or bright pupil will be too much for the slow one, and if it suits the slow one it will not challenge the bright one.

The slow child lacks initiative and leadership, and to teachers of all grades presents many difficult problems.

Type Problems

Extra help to pass

93. "How to meet the demands of the system that 'slow' pupils must be given extra help so that they can pass at the end of the year."—First.

Child needs time

94. "A little girl who is able to get her work if she has enough time, but never seems to have enough. It takes her about three hours to do the work that an average child can do in twenty minutes. She is naturally lazy and slow."—Second.

Slow child in large group

95. "How to reach the slow ones where one teacher has forty pupils or more."—Second.

Leadership

96. "How to develop leadership among the slower and weaker pupils."—Fifth.

After school

97. "Is it advisable to keep pupils night after night to help them with their work they didn't get? Of course, if they played and did not get work they should be made to get it. But are the slow pupils who are kept to get extra help or drill really helped any? They are tired, the teacher is tired, so do they after all receive additional help?"—Third.

98. "Should children who can do the work of the grade if they are given plenty of time, but who never get through in the time assigned, be given extra time each day to finish work? Is it encouraging them to be slow?"—Sixth.

The Slow and Bright Child

In this group of problems the teachers are worried about the two extremes of pupils—those who are dull and slow and those who are bright. They find themselves facing a given amount of course of study material which much be taught to classes in which both extremes of ability are present. They ask whether the child should be "fitted to the course of study."

They feel the need of more time, and are especially concerned about the proper division of the time between these two groups. They ask which group should receive the teacher's greatest effort.

Having these two groups in the same class also presents the question of attention and interest. The teachers find that when the slow pupil is reciting the bright pupil becomes disgusted or wearied and loses attention and gets nothing out of the recitation. On the other hand if the work is speeded up to meet the bright pupil, the slow pupil "doesn't know what it is all about" and so he, too, becomes listless. The teachers point out that there is donger of over-stimulating the bright pupil in the effort to arouse the slow one.

The problems run about the same through all grades.

Type Problems

Adjust course of study

99. "How shall I arrange my curriculum to fit the needs of the accelerated and retarded children so neither will lose interest or waste time?"—Kindergarten.
100. "Having the dull child with the very bright child doing the same work. Plainly putting it—'fitting the child to the course of study.' "—Fourth.

Keep both groups busy

101. "How to keep the quick pupils busy while the slow ones are getting extra attention."—First.

Large class—cannot divide

102. "I now have forty-four pupils in my B and A classes. My B class is very large—twenty-five pupils. Is it possible for the poorer ones in this class to take the same work as the rest? It isn't possible to divide it because I have two classes already."—Fourth.

Division of time

103. "Is it democratic to give more time to these inferior children than to the superior ones?"—Third.

Danger of over-stimulating

104. "It is a problem to find devices which will stimulate the interest of the dull pupil and at the same time not over-stimulate the more responsive naturally eager pupil."—Second.

The Bright Pupil

In this group the teacher is talking about the superior child. She doesn't know how to keep him busy. She sees that he is not working up to his full capacity and feels that the school is not doing for him what it should. Her chief difficulty seems to grow out of the fact that she must teach him along with the same group as the slower child. The problem of the bright child is to be found in every grade.

Type Problems

What to do after work finished

105. "How to keep the exceptionally bright pupils busy after they have finished their work and must wait for the others."—Fourth.

Bright child at his own rate

106. "How can we let the few exceptionally bright children go at their own rate of speed (in reading) and yet recite with the group and be interested in it?"—First.

Study periods

107. "Keeping the few very bright children busy during their study periods."—Second.

Child reach full ability

108. "The ever-present problem of giving the superior child enough to do to reach his full ability."—Sixth.

Individual Differences

In these problems the teacher is not thinking simply of the bright and slow and sub-normal child, but of the individuality of each child. She doesn't know how to meet the problem of providing for each one of them when she has so many pupils and so many classes. She not only has the problem due to the difference in the mental ability of children, but they differ physically as well as in their home environment. The teacher faces the question whether our group system of education and standard courses of study do not tend to ignore the individuality of children and to develop them all after a pattern. This presents to her the problem of adjusting the courses of study to the child and not the child to the courses of study.

She fully recognizes the need of individual help and planning but doesn't see how she can give much help to the individual child and not take time which belongs to the whole group. The teachers meet the same kind of problems in one grade as the other.

Type Problems

The stereotyped child

109. "To develop individuality and stimulate creative ability is a very great problem in a kindergarten with an enrollment of

seventy-five children. One of the most frequent criticisms of today's public schools is the stereotyped child—we turn them out all done after the same pattern."—Kindergarten.

Take time from group

110. "Individual help and not take the time of the whole group."—First.

Lack of time

111. "How can one give individual help with no study periods ani crowded program (in school time)?"—Second.

Work up to ability

112. "To give every child all he can do in relation to his ability."—Fourth.

Meet needs of each child

113. "Chronological ages and mental ages vary to such an extent that assignments are impossible to cover to the satisfaction of the teacher. A plea for instruction suitable to the needs of the child."—Fifth.

Pupil fit course of study

114. "How to make pupils of varying degrees of intelligence all reach the same standard? We give tests to determine I. Q. Then all pupils must pass the same examination."—Fifth.

Whispering

Communication by whispering seems to bother teachers in our present plan of group education. Some do not know how much whispering is legitimate or whether there should be any; others seem to feel there should be none and ask for ways and means of stopping it. Whispering seems to be a problem not only during the recitation but especially between classes and during the study period. The kind of problems do not vary from grade to grade.

Type Problems

The whisperer

115. "Little ones whispering in school."—First.

How to control whispering

116. "Much whispering and wasting of time. Would like to know effective way for continued control."—Fourth.

Study class

117. "Whispering in the class that is not reciting."—Third.

How much whispering

118. "Should there be no whispering in a school-room?"—Fourth.

Talking Aloud

The child who "talks out" without first getting permission gives the teachers the most trouble under this group of problems. How to control this talking aloud in class when the child is not spoken to and not kill his enthusiasm and interest is being asked by a number of the teachers.

Children talk aloud and mumble while studying. Teachers report that the talking in the halls and on the playground

does not cease when the children enter the classroom but continues, causing real disciplinary problems. The teachers are finding the problems of the loud talkers in all grades and are asking for ways and means to control them.

Type Problems

Keep enthusiasm
119. "How to suppress talking without permission without diminishing the interest or the initiativeness on the part of the children."—First.

Without permission
120. "What should you do with a child that insists on answering aloud, without permission, to every problem or question that comes before the room?"—Fourth.

Talking in kindergarten
121. "To carry out the true kindergarten without so much noise and talking aloud."—Kindergarten.

Talking after entering room
122. "My pupils don't quit talking as they come into the room. They talk even after they are in their seats."—Second.

Discipline, the Individual

The individual child presents all kinds of problems in his relationship to the group and to his teacher. The problems reported here show the pupil to be insolent, impudent, to possess a bad temper, and to be "spoiled at home." He uses profanity, fights, annoys others, makes grimaces, plays with trinkets, and even giggles. The individual disciplinary problems do not arise alone in the classroom but occur in the halls, on the playgrounds, and even follow the child from his home to the school.

The Kindergarten and First grade teachers have the same individual discipline problem but somewhat different from the other grades. Here the children are less socially developed. They bite, slap, cry, and in other ways do the "baby things" they have been allowed to do at home. The teachers are in search of a better understanding of the individual child.

Type Problems

Impudent child
123. "How would you deal with the impudent child?"—Sixth.

Annoys
124. "Henry annoys others, shuffles in his walk, mumbles to himself, acts sullen, and seems to involve other children. Parents seem to notice it, too."—Second.

Temper
125. "I have one child who has a terrible temper which he doesn't try to control. Any criticism by teacher or pupil is taken in a very ill manner."—Second.

Basement writing

126. "The name of one of the girls in our room was found written in the basement on the toilet paper."—Sixth.

Spoiled child

127. "What does one do with a boy who seems to be thoroughly spoiled at home? His mother comes to school and admits, with the boy standing before us, that she cannot do a thing with him at home."—First.

Makes faces

128. "A trivial problem is a boy making faces. I conquered it by having him make faces in front of the whole room."—Fifth.

Plays with trinkets

129. "The ever-present problem of the child who constantly wastes time by playing with little trinkets which he has brought from home."—Fourth.

Hurting other children

130. "A child who seems to have a desire to be hurting other children."—First.

Discipline, Group

The group of problems immediately preceding showed that the teachers were meeting a lot of difficulties having to do with the conduct or behavior of the individual child. Here the teacher is not pointing out the particular child so much as she is referring to the conduct of several.

She speaks of the children being boisterous, noisy, restless, "wiggley," and disobedient. She says they leave their seats too much, write notes and love letters, tap their desks with their pencils, and cause general disorder when they leave the room.

The teachers are finding it difficult to control the group and are asking how to get the children to take an interest in and help direct these problems of general room management.

The nature of the problems change somewhat from the Kindergarten through the Sixth grade. In the beginning grades the disturbances are more in the nature of a general noisy confusion. In the upper grades children become more clanish, take to writing notes or love letters, and in general respond to the mob spirit.

Type Problems

Group cooperation

131. "Securing the cooperation of pupils in cases of discipline. Getting the mass to recognize the fault of the one punished." —Sixth.

Disorderly boy

132. "To convince a group of big overgrown boys that they must be orderly and as quiet as necessary."—Sixth.

Love letters

133. "Love letters were being passed between the boys and girls during school time."—Fifth.

Children standing

134. "The children are continually standing on their feet when they should be sitting and raising their hands."—Fourth.

Dragging feet

135. "The children in my room drag their feet when passing back and forth. It is very annoying and disturbs the other group which is reciting."—Second.

Disorder while teacher is out of room

136. "When the teacher leaves the room certain children who are leaders cause the whole room to be in confusion."—Third.

Pushing and shoving

137. "My problem this week has been keeping the children from pushing and shoving in an effort to be 'first'—first in line—first in getting things out of the cupboard."—Kindergarten.

To and From School

There are many problems happening outside of the school room which give teachers much concern. Many of these take place on the way to or from school. Two problems bother the teachers most. They are quarrelling and fighting and playing on the way instead of going straight home. Children throw stones and clods at each other, hurt each other, snow-ball, kick, scratch, tear clothing, and in general fail to get along well.

The teachers are also troubled about children disturbing people's property, crossing the streets without being hurt, and buying sweets at the small stores.

The teachers are wanting to know just how far their authority goes in controlling the children to and from school, and complain because parents do not support them in dealing with these cases. There seems to be little difference in the type of problems from grade to grade.

Type Problems

The "little store"

138. "Gum chewing became a problem this week when our little store across the street began giving with every package of gum a little toy animal."—Fourth.

Crossing lawns

138. "How to teach children to keep off of lawns on their way to and from school."—Fourth.

Teacher's authority

140. "The problem of discipline—how far a teacher's authority goes or should go, outside of school hours. Is a teacher responsible for a child's behavior after school?"—Third.

Throwing stones

141. "The child that throws stones at his playmates on the way home from school."—Kindergarten.

Playing on way home

142. "Pupils play on the way home and molest property of citizens."—First.

Quarrelling and fighting

143. "How to stop quarrelling and trouble and fighting to and from school."—Sixth.

Playground, Halls, Etc.

Many of the problems outside of the school room happen on the playground, in the halls, and elsewhere about the building. The teachers report such as the following: fighting, quarrelling, swearing, smoking, bullying, using foreign language, etc. Playing marbles, especially for "keeps," was reported by a number of teachers from all grades.

The teachers find it hard to organize the plays and games and are troubled over the problem of supervision of the children while at play. If the teacher is on the playground her room is unsupervised.

The proper use of the playground apparatus and the lack of room on the playground are problems that must be met. Teachers also are asking what to do with children on stormy or rainy days. The type of problems do not change from grade to grade.

Type Problems

Supervise play

143. "It is quite a problem to be able to supervise children from six grades on the playground at the same time."—First.

Lack of space

144. "Because of large numbers in a small space, not able to give children proper amount of physical exercise, individual attention, material for developing self expression and general freedom."—Kindergarten.

Playing marbles

145. "How should 'playing keeps' with marbles be stopped when children are allowed to 'play keeps' at home?"—Fourth.

Big boy picks on smaller

147. "What to do with the big boy who picks on the smaller boys when teacher is not close by."—Fifth.

Play apparatus

148. "Our playground is so small for our group of children. The boys and girls like to play ball and we have no such apparatus on the playground such as giant stride, traveling bars, and traveling rings. Which is more helpful for the child, these things or games for groups?"—Fifth.

Fighting

149. "How to manage the boy pugilist on the playground."—Second.

Coming Too Early

What to do with children who come too early in the morning or at noon is a problem found by a number of teachers. When children come before there is anyone to supervise the playground presents many difficulties. In cold weather they suffer if they come before the building is open.

The problems are often complicated because the parents will not cooperate and keep the children at home until the proper time. They often bring them to school as they go to their work. In some homes both parents work. The same type problems appear in all grades.

Type Problems

Parents bring children

150. "Children come so early in the morning. They come with their parents on their way to work. Then they are tired, I believe, before they should be. Some are here by eight o'clock. During cold weather they come in and, of course, have to be taken care of."—Kindergarten.

Children stand out in the cold

151. "Some mothers seem to think that children should be at school about eight o'clock in the morning then complain about the child standing out in the cold until eight-thirty."—Fourth.

Parents will not cooperate

152. "One of our problems is that some children come to school entirely too early. It looks like no cooperation on the part of the parents in trying to keep children home until the proper time to start to school."—Second.

Playground problem

153. "What to do with children who come on playground too early." —Second.

Absence

Teachers are asking how to get the cooperation of parents in keeping children in school. They say that parents keep them out on the merest pretext, and often report them ill when they are not. It is hard to keep children in school where parents do not furnish enough clothing.

The absent child makes it very difficult for the teacher to present new work as well as to keep the class working together. She cannot find the time to keep him after school for help when he returns, so he presents the problem of the "weak" pupil afterwards. These problems of absence are present in all grades.

Type Problems

Presenting new work

154. "Absence my greatest trouble. Take up a new phase of work, four to eight absent."—Fifth.

Truancy

155. "Punishing truancy."—Fifth.

Cooperation of parents

156. "Some parents do not care if their children are in school, in fact they even encourage them to stay out and will make all kinds of excuses for them."—Third.

Cover all the work

157. "The problem of irregular attendance is one of the greatest importance in my First grade. How can all of the work be covered by each individual?"—First.

Tardiness

Like absence, tardiness interferes with the progress of the pupil and the work of the school. Many times the teachers ask the question, "How to control tardiness?" They want to know how to get the cooperation of the home, for most of the problems lay the blame upon the home rather than upon the child. Occasionally the home requires too much work from the child.

The teachers are concerned not only because tardiness interferes with the school itself but because of the effect of the habit upon the child's life. They are afraid to bring too much pressure at this point lest the child remain away for a whole session. The problems do not vary from grade to grade.

Type Problems

Affects character

158. "One of my greatest, if not greatest, problem is tardiness. It is a problem because first of all the habit of tardiness is one that is bound to have a bad effect on the child's developing character."—Sixth.

Absent rather than tardy

159. "Children going home when they find they are going to be tardy."—Fifth.

Preventing tardiness

160. "How to teach children the necessity of being on time at school."—Second.

Parents' cooperation

161. "What to do to overcome the tardy habit when there is no cooperation at home?"—First.

Problems of Mental Adjustment

There are several groups of problems which grow out of the child's attitude of mind.

The teachers report that these peculiar mental attitudes present some very difficult problems. The child is not able to fit into the work of the classroom and cannot get along well with the other children when he possesses these mental twists.

The "dreamer" lacks attention, does not get his work in, and in general does not work up to his ability.

The "indifferent" child does not seem to care for school work, will not apply himself, seems to lack pride in his work, and requires much patience and attention from the teacher.

The "lazy" pupil is present in all grades. The teachers find him a problem. Many times they report him to be a bright pupil but just will not work. He is slow and always behind the class, often failing of promotion.

The "show-off" requires an audience. He presents the big-

gest problem when there are visitors, or when he can get the attention of the other members of his class.

The "shy" child requires very careful handling. He cries easily, will not talk loud enough to be heard, and often presents a problem when taking part with other children.

The "stubborn" pupil will refuse to talk or do his work. He appears to be disobedient and at times grows very unruly. His example is bad for the rest of the children. Pupils of this type are found in all grades.

The teachers turned in a few problems which were classified under "Sundry Attitudes." These had to do with those peculiar mental twists which make it hard to deal with children, such as the following: officious child, one who wants sympathy, sullen child, child of superior attitude, self-satisfied, moody child, discouraged child, etc.

A study of the 130 problems reported under these classifications show that pupils with these mental characteristics are not peculiar to any grade or grades. They are found in the Kindergarten and all other grades. Following are two typical problems under each subdivision.

Type Problems

Dreamers

162. "Pupil who is a dreamer. He does not seem to listen to directions, nor does he care whether he misses anything."—Second.
163. "A boy that apparently studies during study periods and is attentive during class periods, but is really dreaming about something else."—Sixth.

Indifferent

164. "How to establish pride on the part of indifferent pupils."—Fifth.
165. "How to handle the indifferent child whose home furnishes no incentive for good work."—Sixth.

Lazy

166. "What to do with a child who seems naturally lazy and does no work unless one stays at his side constantly. Has already failed a number of times.—Third.
167. "What to do with pupils who are lazy when you have done everything you can think of to get them to work—even to corporal punishment at times."—Sixth.

Show-off

168. "Pupil who always wants to play the clown—to do things to make others laugh."—Second.
169. "The management of two or three children who always take advantage of any change as the coming of a supervisor or change of rooms, and 'show-off' to the detriment of the entire room."—Fifth.

Shy

170. "How can you gain the attention and interest of a bashful child and get him to speak loudly enough to be heard? He is absent a great deal."—First.

171. "How to deal with the shy child."—Sixth.

Stubborn

172. "The stubborn child. Every time he is told to do a thing he doesn't like he pouts, cries, and throws whatever might be handy."—Second.

173. "One of my boys is very stubborn. He refuses to answer when I ask him questions. I have tried several methods of correction but so far none have done the needed good."—Sixth.

Sundry attitudes

174. "What can you do to make a sulky and moody child happy?"—Sixth.

175. "I have a student who feels that the world in general is against him. This condition is a reflection of home conditions. How would you suggest helping him?"—Sixth.

Citizenship

In managing the pupil the teachers have reported a large number of problems which grow out of the social-ethical adjustment of the child. These problems have to do with the child's duties and obligations to himself and to the members of the group.

The teachers find that children are not always good citizens of the school. They want to know how they can create a desire within the child to do the right thing because it is the right thing and not just because he must do it. They ask how he can be made to assume the responsibility for his own acts as a member of the class. The reports also show that the lack of proper home training is a very definite problem. The problem of being a good citizen is the same in one grade as another.

Type Problems

Children as citizens

176. "Trying to make children see that they are citizens and should behave without a policeman everlastingly after them."—Fifth.

Need respect for law

177. "One of the greatest problems of today is the training for citizenship. Children are given so much leeway that obedience and respect for law are being forgotten."—Fifth.

Devices needed

178. "Devices for creating interest in good citizenship in the school."—Fourth.

Responsibility in children

179. "How to get children to realize their own responsibility in schoolroom activities; just how to put them on their own initiative, yet be respectful to others."—Second.

Citizenship in halls

180. "Good citizenship in the hall. Quietness, courtesy, and good orderly behavior when the teacher is not there as a policeman."—Second.

Cheating

These problems show that children do cheat. The teachers do not know how to deal with such cases. They say children cheat in home work, seat work, written work, examinations, and on the playground.

They ask for the best kind of punishment for the child who cheats.

Type Problems

How to stop cheating habit

180. "How can I stop the cheating habit in a listless child."—First.

Child copies

181. "What should be done with the child who cheats? He copies anything within reading distance of him—once he even copied the other child's name. He cannot be trusted to correct his own work or that of anyone else."—Sixth.

Kind of punishment

182. "Proper method of punishing a girl who copies answers from the back of the Arithmetic and owned up to it."—Third.

Cheats in play

183. "Training the child to be fair in play as well as in school work."—Fourth.

Dishonesty

The teachers of each of the grades have reported problems of dishonesty, all about the same type. They say children will do all kinds of things, sometimes to avoid punishment, sometimes to get better grades, and sometimes over trivial things where nothing seems to be gained by it. The reports show that some parents are dishonest in the home which makes it especially hard to handle the child.

Type Problems

To break the habit

184. "How to break children of lying? What punishment to use."—Fourth.

Home influence

185. "I find that some children habitually tell falsehoods. How can one establish ideals of truth and honesty when the children come from homes where morals are low?"—First.

To teach child to tell the truth

186. "How can an older child be taught to tell the truth? He cannot tell the truth about the simplest things."—Fifth.

No home support

187. "What to do with dishonest pupils when you have no support from their parents."—Sixth.

Morals

The teachers have raised a number of questions relating to moral training.

They ask for outlines or books on this subject. They have children who have low morals and find it a problem to know what to do. Children do not always distinguish between the right and wrong. The teachers are asking for ways and means to establish the right kind of standards in the pupil's mind and conduct. In some cases the teachers find that the child's case is more difficult to solve because of the low moral condition of the home. The children in all grades present about the same kind of problems.

Type Problems

Moral training—how to do it

188. "What can we do along the line of moral training that will 'get across to our pupils.' "—Third.

Home training wrong

189. "To establish morals in a child's life who has no moral training at home."—Fourth.

Bad associates

190. "Some of my boys and girls associate with doubtful characters out of school at night. What would be the best procedure to make them see their danger and to stop them from doing these things?"—Sixth.

Older girl influences younger girl

191. "A girl of fourteen entered a room with pupils of eleven and less. She has bad habits of many kinds and they are dangerous to the moral welfare of the children. She must associate with the younger girls and she picks out two of the weaker ones to chum with. These bad habits of hers are beginning to appear in these two girls. What can a teacher do when there is no way of separating the girls on the playground, etc.?"—Sixth.

Neatness

From the Kindergarten through the Sixth grade, teachers are asking how to develop neatness as a habit. They find children do not take good care of their books, desks, and other work materials; in other words, are not good housekeepers. Another set of problems have to do with the child's care of himself, his clothes, hair, nails, teeth, and body in general. They find their most difficult problems where there is no home assistance.

Type Problems

Personal appearance

192. "Pride in personal appearance, especially with some boys."—Fifth.

Pride in papers

193. "To have each child take pride in every paper that is handed in—not now and then."—Fifth.

No home help

194. "How can one promote neatness and cleanliness? (This child does not get any help at home.)"—Fourth.

Devices wanted

195. "What devices or incentives you can use to keep children in the habit or orderly desks inside and clean floors around their desks."—Second.

Respect for Property and Rights of Other People

There were a number of problems reported which had to do with the lack of respect for property or of the rights of other people. Children do not show the proper care for school property, such as the building itself, the books, papers, and supplies in general. They cut and mar the furniture and walls of the building, they waste the paper and supplies, and tear and mark up the books.

The school is also bothered by calls from the neighbors saying children run across their lawns, destroy flowers, and carry off playthings.

In play and games as well as the classroom, children do not respect the rights of others. In the recitation itself they seem to have no respect for others' opinions. They are selfish and intolerant. There is no distinct difference in the type of problems from grade to grade.

Type Problems

Desires of others

196. "Teach children to respect the desires and wishes of others."—Fifth.

Care for supplies

197. "To teach children not to waste paper, pencils, pen points, pen holders, paper towels, art materials, or anything furnished by the schools."—Fifth.

Teach thrift

198. "How can you teach thrift to children and get them to take care of paper and materials?"—Third.

Rights of others

199. "How can you teach children to respect the rights of others?"—First.

Politeness

The question of good manners is recognized by the schools as a problem. The reports show that children are rude and not courteous. The teachers want to know how to instill a desire in the child to be polite to his classmates, his teacher, and to adults in general. Much of the evil seems to lie in a lack of proper home training. The problems are the same from grade to grade.

Type Problems

Polite to grown people

200. "Some of my pupils have a habit of standing near others, grown people, while they are talking. I do not seem to be

able to make them understand that it is not polite to do so." —Kindergarten.

Laughing at mistakes

201. "To have the children realize that they should not laugh at every little thing and that it is wrong to laugh at mistakes." —Fourth.

Common courtesies

202. "I find so many children lacking in the common courtesies as 'thank you,' 'pardon me,' etc., not only in the school room but in their homes."—First.

Lack of home training

203. "How to get common politeness 'across' to children who are not taught any manners or niceties at home?"—Fourth.

Insolence

204. "Insolence from pupils in the way of contradicting not only each other, but older people who have occasion to speak to them about misconduct on their way to or from school."—Sixth.

Social Adjustment

One of the problems which the teachers meet is to adjust the child to the group. Some children are unsocial and will not enter into games and the general group work. Others are clannish, forming cliques or gangs. Still others are jealous and selfish, not willing to grant to others the same rights and privileges which they claim for themselves. Teachers are wanting to know how to teach children to get along with each other, and how to observe the rights of others. The problems of social adjustment are about the same from grade to grade, excepting that the gang spirit does not appear until the Fourth or Fifth grade.

Type Problems

How to get along together

205. "Teaching the children how to get along with each other; how to observe the rights of others."—Fifth.

Non-social child

206. "The non-social child — how to help him to overcome this trouble and cooperate and play with the other children."—Kindergarten.

Social caste

207. "How can class (social) distinction be kept out of the minds of the children?"—Second.

Selfish clique

208. "To break up the selfish cliques into which the children form and build instead a room and school spirit."—Fifth.

Snobbishness

209. "Children's snobbishness—refusing to play with another child." —Second.

Stealing

Children steal. A number of problems show this. They take things from the teacher's desk, such as fruit, small

change, and pencils. They also steal from one another. The teachers have difficulty in finding the guilty ones and in knowing how to deal with them after they are found. The kleptomaniacs is a real problem wherever he is found.

The teacher finds it is a real difficulty to know how to discover the child who is stealing and at the same time not give out the feeling that she cannot trust the children of her room. The problems are the same in all grades.

Type Problems

Takes other children's things

210. "What to do with a child who persists in taking other children's things is a problem with me."—Kindergarten.

Children feel they are not trusted

211. "How should a teacher find out which of her children is taking things from her desk without giving them the feeling that they are not to be trusted?"—Fourth.

Stealing from teacher's desk

212. "A dime and candy found missing from teacher's desk. Do not know what steps to take to find the person doing the stealing."—Second.

To find guilty one

213. "Stealing, and not being able to discover the guilty one after much time and energy expended."—First.

Tattling

Teachers are annoyed by the petty tale-bearing or tattling which children do. They say they cannot ignore all that the child tells them but what to consider and what to ignore is the problem. Children carry tales home which parents believe and worry about.

The teachers are asking how mere tattling can be stopped without causing the child to fail to report offenses that should be reported. These problems are the same from grade to grade.

Type Problems

Home tattling

214. "To stop 'tattling,' especially the tales carried home. Is such a child loyal to his teacher and school?"—Kindergarten.

Trivial things

215. "One of my greatest problems is the delight children seem to have in 'tattling' on one another—telling little things that really amount to nothing at all."—Second.

Continual tattling

216. "How may one deal with children 'tattling' on each other? This is not a mild 'case,' but continual with the cihld."—Sixth.

Tattling vs. information

217. "Keep children from 'tattling' but to still tell you the things you really ought to know."—Third.

Negroes and Foreigners

In schools where there are negroes and foreigners there are problems of social adjustment. There are the questions of seating, marching, partners in games, etc.

The colored or foreign child is often called names as "nigger," etc.

Type Problems

Names

218. "Children called our little Mexicans 'niggers.'—First.

American vs. foreign

219. "Children of American parentage not wishing to be in school with foreign children."—Fourth.

Personal relationship

220. "It is a problem to know how to manage the seating and marching of pupils when there is only one colored child in the room. No child wishes to stand, walk, march, or sit by him."—First.

221. "Deliah is the only colored child in the room, there being but very few in the entire school. She is most unpopular. Has difficulty in finding a partner for either play or work."—Third.

Cleanliness

How to keep children's bodies and clothing clean is a task in every grade. Children come from home with bodies dirty, teeth not washed, hair uncombed, nails dirty, and clothing soiled. In many cases dirty bodies and dirty clothing give off such odors that the room becomes very offensive. How to handle these cases without breaking the "morals" of the child is the problem.

The teachers find most of the cases in this group of problems arise from homes that are ill-kept. The parents will not cooperate. How to reach the parents without insulting them is one of their questions. The teachers also find head lice and are wanting to know what to do. The problems are alike in all grades.

Type Problems

Rules of health

222. "I have had trouble in making some of my pupils realize the need of keeping their bodies clean. They know the rules of health regarding cleanliness but never come to school clean. I have asked the mothers' cooperation but it doesn't seem to help."—Sixth.

Seating problem

223. "Seating problem. How to place the mischievous and unwashed pupils so they can be seen but not 'smelled,' that is, by more dainty girl pupils."—Sixth.

Homes at fault

214. "Children come to school with dirty clothes and bodies, day in

and day out. The fault is mainly in the homes. Some of them do well in coming out of such homes as they do."—Fifth.

Cleanliness

225. "Cleanliness. So many many of the children come to school with soiled clothes, dirty hands, and unkept hair. Some do not realize the necessity of a bath and clean clothes."—Second.

Head lice

226. "How to keep head lice from spreading from one child to others in the same room when the mother doesn't help us much."—Second.

Dirty on playground

227. "Boys have such dirty hands during the 'marble season,' there being no chance to wash them after the game, as the ringing of the bell stops the game."—Second.

Smelly children

228. "The problem of dirty, smelly children whose mothers are lazy and negligent."—First.

Contagion

Contagious disease causes serious difficulty by forcing children to be absent for a number of days. The child gets behind in his work, looses interest, and will not be at his best physically when he returns.

The teachers find that these diseases are hard to check because parents and doctors will not cooperate. Parents will let children break quarantine and doctors will give permits for children to enter school again before the disease has run its course. These problems appear in all of the grades.

Type Problems

Epidemics and the child's school work

229. "During epidemics children are out of school from two to three weeks. The work to be covered is outlined for the semester and must be covered. The children who have been ill return and are expected to progress with the class, not considering time lost, loss of interest, physical condition, etc."—First.

Reporting contagion

230. "How to get parents to cooperate in reporting contagious diseases even though the case is so light they do not need to call in a physician."—Fourth.

Parent and doctor do not cooperate

231. "Some of the parents insisted on children coming to school before they were entirely over the mumps. A doctor had given a health permit to the child without having seen it."—Fifth.

Health Habits

The teachers are asking how to get their health teaching to carry over into health habits. They find that because a child knows what is best to do is no sign that he will do it.

Correct posture seems to be one of the problems especially troublesome. A number of others speak of the tobacco habit.

These reports indicate that teachers are disturbed because of the poor standards of living in the home. They ask how they can help to establish in the home better habits of eating, sleeping, and bathing. All grades show about the same kind of problem.

Type Problems

Health in the home
232. "Better health standards instilled in the home."—Second.

To practice health teaching
233. "To get the children to practice the health that they are taught in school."—Fourth.

Self abuse
234. "Self abuse on part of boy twelve years old, causing inattention and decrease in mentality."—Sixth.

Correct posture
235. "To train children the correct posture in sitting and standing so that it becomes habitual."—Fourth.

Health habits
236. "Health habits such as clean hands, clothing, finger nails, and taking baths; sleeping with windows open, drinking milk, and going to bed early."—Second.

Nervous Child

The nervous child is restless and often annoys others. He does not give attention to any one thing for any length of time. These children are often hard to manage since the methods of handling the regular cases will often throw them into a highly nervous tension. Teachers would like to know how to overcome this nervousness among children.

Type Problems

Nervous children hurry
237. "I have several nervous children that require some thought to handle. In doing their work they are always in a hurry. They cannot work along steadily, but hurry all the time."—First.

Fumbles things
238. "What to do with a child who is so very nervous; must just fumbles papers, pencils, or anything he can get his hands on during the time he is reciting."—Sixth.

Discipline for nervous child
239. "To discipline a very nervous child. A genius in some lines and a low average in other lines. Pleasant and very agreeable but mischievous. Apparently wants to do right but is a continual annoyance. His mind can stay on one thing not more than one minute at a time."—Second.

How to overcome nervousness
240. "I would like some suggestions as to how to overcome nervousness among children."—Second.

Nutrition

The under-nourished child is nervous and listless. He cannot do his best work and is a drag on the class. The reports show that many of the cases are due to neglect in the home.

A number of children come from homes that are too poor to pay for the milk and cracker lunch at school. These children are a real problem. The under-nourished child is found in all grades.

Type Problems

Milk lunch

241. "What should be done with an undernourished child whose parents cannot afford proper attention?"—Second.

School work affected

242. "How to get the best work possible from the children whose meals, rest, clothes, and home life in general are neglected because both the parents work."—Second.

Listless

243. "I find several children in my classes undernourished. They are listless and unprogressive no matter how much extra help I give them."—Second.

Home at fault

244. "One boy is doing failing work because of improper home conditions. The mother works all day, the father all night. The child does not get proper food or care and cannot do his school work."—Fourth.

Physical Defects

A physical defect is usually a hindrance to the child's progress in school. These reports indicate that children are bothered with poor eyes, defective ears, infected tonsils, enlarged adenoids, broken bones, defective speech, etc. The teachers are finding it a real problem to get these various defects remedied where the parents are not interested or are too poor to pay for having it done. The problems are the same for all grades.

Type Problems

Parents at fault

245. "This little girl had adenoids in such a severe form that it is very difficult for her to breath. Her mouth and teeth are already ill shaped due to mouth breathing. Her parents are poor."—Fourth.

Parents too poor

246. "What should be done if a child needs glasses and her parents do not think they can afford to get them?"—Fourth.

247. "Parents do not correct defects in children, such as bad tonsils, adenoids, poor eyes, etc. The nurse examines the children and sends a report of the condition of the children's health to parents, but they don't correct these defects as fast as they should."—Second.

Sucking Thumbs, Biting Finger Nails and Other Objects

Teachers report that they are bothered with children from the First grade to the Sixth grade sucking their thumbs.

Children also bite their finger nails, chew lead pencils, paper, and other objects. Just how to break up these bad habits is the question these teachers are asking.

Type Problems

Thumb sucking

248. "Thumb sucking. One girl sucks her thumb whenever she thinks I'm not looking."—Fourth.

Fingers and pencils

249. "To teach children to remember to keep fingers, pencils, etc., away from mouth."—Second.

Finger nails

250. "One problem I have been working on all week is that of the children biting their finger nails. At least three-fourths of these children do so."—Sixth.

Parents' Cooperation

The work of the school naturally brings many problems where the parents are factors. The teachers have reported a real felt need for more and better cooperation from the homes. They find it hard to get parents to visit the school and see just what their children are doing. Instead of doing that they listen to the child's version of the matter and then proceed to blame the teacher when things go wrong. Parents do not give the best kind of help in carrying out the health work of the school. They also fail in properly supervising the child's school work which he does at home. Some parents will do the child's work for him, at times even giving the wrong kind of help.

These reports also show that community quarrels and family dissentions enter the school. Parents will tell children to fight or otherwise molest the children of a neighbor because the parents do not like each other.

Parents do not give the best help to the school at promotion time, often calling the teacher and abusing her because the child did not pass. Just what to do with an angry parent who calls on the telephone and talks abusively is a problem.

The work of the teacher is often made more difficult because the parents spoil and pet the child, believing he cannot err and always fretting when trivial things happen. The cooperation of the parents is a problem in all grades.

Type Problems

Too many visitors

251. "Seldom a session without a visitor or visitors remaining at least an hour or more."—Kindergarten.

Irate parent

252. "What is one to do when irate fathers call up and tell you you are a liar? After trying a 'soft answer' and an invitation to visit school, I hung up."—Fifth.

Mothers interfere with school

253. "Mothers who interfere with the discipline of the school and say that their children shall not be punished."—First.

Parent will not pay fine

254. "The question of children marking desks and when asked to pay a fine of twenty-five cents which is the ruling of the school, the parent refuses to do so."—Second.

Teachers mere mechanics

255. "No interest from community unless trouble comes up. Teachers are mere mechanics brought in to teach the children."—Third.

Parents' help in school work

256. "How can I get a larger per cent of the parents to cooperate in teaching the children citizenship, health habits, and to do their best work?"—Fourth.

Parents should visit

257. "How to get parents to visit school and see for themselves what the teacher is doing."—Fourth.

Parents and children's grades

258. "Pacifying parents who think their children should have higher grades."—Fifth.

Families quarrel

259. "We have two families in our district who are bitter enemies. As a result the children are quarrelsome. How would you take care of such a problem and make both families feel you were just?"—Sixth.

Classroom Management

The teachers find many problems in managing the details of classroom procedure. These are not questions of method of instruction but have to do with the control of the activities of children. The teachers have difficulty in getting acquainted with the newly transferred group. The problem of re-organization for the new semester is felt. They ask how to supervise the group that is studying while the other division is reciting. They say children are too slow in changing from one kind of work to another kind. How to manage the work so that each child will be busy all the time, is asked.

These reports also raise questions relating to the following: going to the toilets during school hours; getting drinks; passing of supplies; how to control discussion periods without too much confusion; some plan to teach children to march; and how to keep the room informal and at the same time have good order. Playing circus, birthday parties, and special programs present definite problems in management. These problems are much the same type in all grades.

Type Problems

Discussion group

260. "I have trouble conducting a satisfactory discussion period. I have little trouble arousing interest but they become too noisy. It is hard to check the enthusiasm without killing it." —Fifth.

Going to toilets

261. "Should you allow children the privilege of going to the toilet whenever they wish? Is it all right to keep children in for habitual going to the toilets?"—Fourth.

General confusion

262. "How can you manage your time and control your class to avoid general confusion at times in the room?"—Fourth.

Keeping all children interested

263. "Keeping all of the pupils busy and interested. Assignments are made and children finish them quickly and then have time on their hands. The problem of discipline would be solved, I believe, if their leisure time could be directed all the time with some helpful activity."—Third.

Birthday party

264. "How best to control the 'birthday party' at school. The idea is generous and carries training along social lines. But it is a custom that spreads and can become a nuisance on taking an unwarranted amount of time."—First.

Keeping room informal

265. "Problem of keeping room informal and at the same time have order and attention."—Kindergarten.

New group

266. "This week, with the entering of twenty-six new children, all of whom are below five years of age, one of my tasks has been to make these little newcomers feel at home."—Kindergarten.

CHAPTER VI

Problems of Method

There are 827 problems reported under the Major division of Method.

These are classified under three General heads of (a) "How to Teach Subjects," (b) "How to Teach Pupils," and (c) "General Methods." These general heads are subdivided into nineteen Minor topics.

Most of the problems of this chapter grow out of the work of the recitation period proper. They have to do with methods, schemes or devices of presenting and developing the different phases of subject matter; or they refer to the development of the pupil through the class recitation. A few deal with method itself.

Arithmetic

A study of the problems under "Arithmetic" reveals the fact that only five were sent in which referred to reasoning or the thought processes used in the subject. These five were all reported by Sixth grade teachers. Most of the other problems have reference to the use of number facts and the skills of the subject. The teachers are calling for help in such phases of the work as follows: Reading of numbers; the addition tables; subtraction, especially borrowing; multiplication tables; long division; how to develop speed and accuracy; placing the decimal point; reduction of fractions; the four operations of fractions; column addition; counting "on the fingers"; counting instead of adding; inverting divisor in division of fractions; schemes and devices for drills.

In all grades they are asking what to do with the child who seems to have "no number sense." They say it is impossible for such children to learn Arithmetic.

The problems vary from grade to grade according to the subject matter of the course of study. The Second grade teacher is worried over the addition tables; the Fourth grade teacher over long division. The teachers of the upper grades are finding that children do not know how to add and subtract, even though this work was taught in the preceding grades.

Type Problems

Number sense

267. "How shall I work with a child who seemingly has no number sense?"—First.

268. "What can be done for a Third grade boy who has no number sense? He cannot even add one to a number correctly. It seems to me the Arithmetic period is a waste of time for him."—Third.

Addition

269. "How can one get children to add long columns of figures rapidly and accurately?"—Third.

270. "To fix combinations in minds of children so that answers become automatic."—Second.

Decimal point

271. "What device can be used to help children understand the importance of the decimal point and the dollar sign?"—Fourth.

Counting on fingers

272. "How can I get pupils to overcome the habit of counting on their fingers and also to do away with lip movement in working Arithmetic as well as in Reading?"—Fifth.

Times tables

273. "How can a teacher get pupils to remember their table combinations so that they are able to apply them in multiplication?"—Third.

Counting

274. "My problem this week has been counting in addition. I have refused any tapping or counting on fingers. Combination drills of various types have been given repeatedly."—Fifth.

Long division

275. "I believe the teaching of long division in the Fourth grade is about the most difficult problem I have encountered this week."—Fourth.

Reasoning

276. "Teaching the pupils to reason in Arithmetic problems of more than one process."—Sixth.

Art

Not many questions were sent in on the teaching of Art. Those that were reported show that the teachers are wanting more and newer ideas in this subject. They speak of the handwork as being troublesome. Some want to know how to develop picture study; others speak of children's inability to draw. One of their problems is the lack of Art supervision. They also complain of poor or insufficient materials.

Type Problems

No supervisor

277. "In small school we have no art supervisor and no outlines, consequently the teacher's problem is what we shall do."—Third.

What to do

278. "Art work — something original and new to children. We don't have art books and what I would like the children to make is too difficult. We have only one art period a week so I feel it should be something very much worth while."—Second.

Picture study

279. "How should I present a picture for picture study?"—Fourth.

Drawing

280. "Our problem in Art this week was to teach perspective. The pupils seemed to get the idea that trees and objects farther away would be smaller, but they did not seem to see that objects farther away should be placed up higher on the paper or closer to the horizon line."—First.

Bible

There was only one problem sent in referring to religious education. It follows:

Type Problem

281. "In what way shall I daily teach Bible study?"—First.

Geography

Not very many problems were reported which have to do with the teaching of Geography. None were reported by the Kindergarten, First, or Second grade teachers. The teachers are asking how to motivate this subject so as to make it interesting. They also ask for aids and devices. They want to know how to present the particular phases of the subject, such as Latitude or Longitude. They find it hard to teach Geography to children who do not read well.

Type Problems

Creating interest

282. "Devices to create interest in the study of Geography."—Fifth

Studying questions

283. "Children tire of studying questions day after day in the Geography lesson. The problem is to give them work for the study period which will be interesting and yet be of value."—Fifth.

Projects

284. "I would like some information on how to write up and organize some worthwhile projects in Geography."—Sixth.

Motivate Geography

285. "How to motivate Geography in the Fourth grade where children have little ability to read."—Fourth.

History

Only six problems were presented in the teaching of History. The following will show what they are like:

Type Problems

Making History interesting

286. "My greatest problem is making History for this grade interesting, to get this age of children to appreciate History and see its value to them."—Fifth.

Cannot understand text

287. "Fail to understand text and therefore cannot give satisfactory reports in History."—Fifth.

Making History real

288. "Making the settlement of America real to the class."—Sixth.

Language

All teachers are having trouble in teaching Language. The lower grade teachers find more problems in speech defects, poor pronunciation and enunciation, use of foreign language, baby talk, etc. Questions of formal grammar do not appear before the Third grade. Written Language is not a problem until after the child learns to write. Problems in the following phases of the Language work have been reported: Need more Language games and devices; when to correct errors in oral speech; how to increase vocabulary; how to get knowledge of formal grammar to carry over into written work; to get child to speak in complete sentences; best way to make book reports; to stop use of slang; how to correct the English of each child; the problem of story-telling; dramatization; more definite materials with which to teach; better outlines; how to correct speech defects; enunciation and pronunciation; misuse of words, as "seen," "saw," etc.; proper punctuation.

Type Problems

Speech defects

289. "How to help children to overcome speech defects without making them self-conscious and embarrassed."—Kindergarten.

Language games

290. "Is there a value in playing language games? Should a child always be corrected whenever he makes an error in speaking English?"—First.

Dramatization

291. "Dramatizing presents another problem which I have not been able to solve."—First.

Home influence

292. "The child whose home vocabulary consists of 'hain't no,' 'ain't got,' etc. No amount of school correction seems to overcome this."—Second.

Use of verbs

293. "Incorrect usage of 'I have seen,' 'I seen.' "—Fourth.

Slang

294. "The elimination of slang and expressions like 'my father, he,' 'Y, he said.' "—Fourth.

Increase vocabulary

285. "What is a good way to increase a child's vocabulary? When new words come in Reading, how can they be 'fixed'?"—Fourth.

Rules do not carry over

296. "Children seem to understand English rules but do not carry them over in their written work."—Fifth.

Music

Some teachers feel that music teaching is a problem to them because they do not have any special talent along that line, others because they have not had special training. They are troubled over what to do with the monotone who is found in all grades.

How to teach the mechanics of music is another of their difficulties. They ask how to develop music memory work; how to have children to appreciate good music; how to interest the indifferent boy; and the Kindergarten teachers are asking about the Kindergarten orchestra or band.

Type Problems

Kindergarten orchestra

297. "The Kindergarten orchestra. 1. The instruments. 2. Seating for orchestration. 3. Teaching the rhythm. 4. Part pieces." Kindergarten.

Music appreciation

298. "How shall I train the children so they will enjoy listening to the Little Symphony Orchestra play?"—First.

Mechanics of music

299. "Teaching the mechanics of music to beginners in an interesting manner."—Second.

Monotones

300. "How can I get my entire class to read syllables in music?"—Fourth.

Music memory

301. "How to present music memory work to a room containing sixty-five pupils and make each one understand that they have a certain amount of work to do. Each pupil seems to remember what I tell them, but they have no desire to investigate and bring in any new facts."—Sixth.

Reading

Reading produced a large number of problems. The reports indicate that the teachers are having trouble with this subject. The First and Second grade teachers are especially troubled over phonetics, blending, and word recognition. The teachers of these grades are also asking how to keep children from memorizing the stories which are presented in Primers and First Readers and thus read from the picture rather than because they know the words.

All teachers are interested in being able to get the child to read well orally as well as to have him comprehend what he reads. They want to know how to check up on his comprehension, and ask how best to develop silent Reading.

They are bothered by such things as lip reading, finger pointing, "choppy" reading, slow reading, not following the line, etc. They ask what is the best method to teach Reading and how to secure and maintain interest in Reading, especially

in the upper grades. The pupil who reads well orally, but does not comprehend is one of the difficulties. The teachers realize that poor reading presents a difficult problem in such subjects as History and Geography.

Type Problems

Finger pointing

302. "Bad reading habits—finger pointing, resulting in word reading instead of thought getting."—First.

Poor reading vs. Geography

303. "What should be done with pupils who fail in History and Geography because Reading is poor?"—Sixth.

To make Reading interesting

304. "Method to make oral Reading interesting."—Sixth.

Memorizing stories

305. "How is one to prevent First graders from memorizing their first year's work in Reading?"—First.

How to read and comprehend

306. "What is the solution for getting pupils to read well orally, and also to get the thought from what they read?"—Third.

How to check group reading

307. "What can be done to have a satisfactory check up period in the lower grades in group reading? Each group is reading from a different book."—Second.

Reading readiness

308. "What constitutes reading readiness? At promotion time intelligence tests were given and the scores were very different, some low and some high."—Kindergarten.

Teacher tires of same material

309. "I am compelled to force myself to become again interested and enthusiastic over learning 'The Little Red Hen' story and hearing nothing else for six weeks. Aside from this one fact of spending six weeks each semester on the same story, I love my work."—First.

Blending

310. "I have difficulty with some pupils in blending words. They can give the separate sounds and 'families' but cannot seem to put them together."—First.

Phonetics

311. "A boy, large for his age, six years, reads well but cannot get his phonetic work; he gets it but cannot retain or apply it. What is the cause?"—First.

Lip movement

312. "Lip movement in reading; children of slower perception."—First.

Reading rate vs. comprehension

313. "When the reading rate is good and comprehension poor, how to meet the problem."—Sixth.

Spelling

Teachers are having trouble with Spelling. They report that children will do splendid work in the Spelling lesson itself, but misspell the simplest words in all written work.

They want to know how to overcome this difficulty. They ask what is the relation between phonetics and spelling, and to know whether oral or written spelling should be stressed. One of their problems is how to motivate Spelling so that children will like it. The child who does not enunciate clearly has trouble with his spelling. This is especially true of the foreign children. Each grade above the Kindergarten presents about the same type of problem.

Type Problems

Spelling "to carry over"

314. "How to teach spelling in the lower grades so that spelling the words correctly will carry over through high school and college work."—Second.

315. "Children spell in their daily spelling lessons but this does not seem to carry over into their English and other daily work." —Fifth.

Phonetics vs. spelling

316. "A boy in the Third grade is not able to connect Spelling with phonics. He has no idea what letters to make for the simplest phonogram."—Second.

317. "What can be done to develop ability in Spelling when the child has little or no knowledge of phonetics?"—Fifth

First grade difficulty

318. "Spelling in First grade. The majority of my children cannot correlate the sound, form, and name of letters all at once." —First.

Better methods

319. "I would like to know more about a good method of teaching Spelling. We use the test and study method, but find it difficult to let each child proceed at his own rate. We check the words each week. Some children get the entire week's work in one or two days. Should they be allowed to go on to the next week's work or should they be given work along another line until most of the class are ready to go on?"—Third.

Writing

Writing is like Spelling in that teachers find it difficult to get the work of the writing period to carry over into the other work. This is stressed by many teachers. The First grade teachers have trouble in teaching letter forms, and correct writing position, and state that it is not easy to transfer from print to script.

The teachers of all grades are interested in methods for motivating writing so that children will have a real genuine interest in improving their own work. They also ask about the different systems of writing.

Teaching children to use pen and ink for the first time is a real difficulty. What to do with the child who wants to write left handed is a problem in all grades.

Type Problems

Writes backward

320. "I have a child in my room that insists upon making all his numbers backwards and it took some time and many different methods to finally bring him out of it."

Not enough time

321. "How can Penmanship be taught to a group of thirty-two children in the A and B divisions of the First grade when only twenty minutes a day can be given to it?"

Script from print

322. "The teaching of script from print is very difficult. This work is beginning of the First grade but often A class pupils will hand in work in Reading with many words printed."—Second.

"Carry over"

323. "I'm having trouble in making Penmanship carry over into other subjects."—Third.

Left handed

324. "Is it best to force pupils who are left handed to learn to use their right hand? Ought they not be allowed to do that which is natural to them?"—Second.

Motivation

325. "A way to keep interest in Penmanship day after day."—Sixth.

326. "How to create a desire on the part of pupils to do better writing."—Third.

327. "A means of creating interest in the using of muscular movement in all other writter work."—Fifth.

Attention

In this group of problems and the next three groups the teachers are thinking of the pupil rather than subject matter. In this group they are concerned about his power of concentration. The child who will not keep his mind upon his work is hard to teach. The teachers report that the pupil's work is often wrong because he did not give close attention and get the assignment correctly. They also find it a problem to hold the attention of each individual child in a large group. The same is true of the children who are not reciting during the class period. How to hold the child's attention and still give him freedom for self expression is asked.

The problem of holding the child's attention is found in all grades alike.

Type Problems

Getting the assignment

328. "To make each child understand the exact assignment. Most of the room does, but there are always a few who never do."—Fourth.

329. "Getting children to take directions, to actually hear what they are being told."—First.

Attention vs. freedom

330. "How to keep the attention of the whole of a group of forty

and yet give them plenty of freedom for expression of self." —Fifth.

Instructions repeated

331. "Inattention is a problem that has been confronting me for some time. So often when I am giving directions a child will bother some one. I have to wait until they are settled and then repeat my instructions or punish them by not letting them do the work."—Kindergarten.

Bright but inattentive

332. "Boy, eleven years old, very inattentive and wasteful of time. Bright and capable of good work. Never hears an assignment, always three or four minutes behind the class."—Fifth.

Attention vs. poor work

333. "Lack of attention during a directed art period on the part of two or three people in my room. The result is an unsatisfactory piece of work handed in by these few. These few seem to have no pride upon which to work."—Second.

Interest

The teachers report that where the child lacks in interest his work is not the best. They find a real problem to keep children interested in all subjects. The slow child loses interest in most everything. The bright child loses interest while waiting on the rest of the group. It is hard to hold the interest of the child who has failed and is repeating the grade. Children are often not at all interested in what other children are saying during their recitation.

Outside attractions and changes in the weather affect the child's interest in his work.

The teachers are asking for schemes and devices to get and to hold the interest of children. They say with so many subjects to teach each day they simply do not have time to do all that should be done.

The teachers of all grades find about the same kind of problems.

Type Problems

Poor foundation vs. interest

334. "How to keep the interest of the child who has a very poor foundation for the work."—Second.

Weak pupil

335. "To keep children interested in those subjects which they do not excel in."—Fifth.

Bright pupil

336. "Keeping a child's interest when he is a faster worker than the others in his grade and giving him worth while things to work on."—First.

Too many subjects to teach

337. "How to make the same subject interesting every day. When teachers are loaded with nine different subjects, most of which are taught daily, it is a physical and mental impos-

sibility to think up new and attractive drill work, supplementary work, etc., for each subject."—Sixth.

Failures vs. interest

338. "Keep failures in room interested in work when they are so far behind other children."—First.

Outside attraction

339. "Keeping children interested in the regular work when 'movie' is scheduled for three P. M. at school."—Fifth.

Weather changes

340. "We have had several days of good weather. The temperature has arisen enough to give some children 'spring fever,' hence they have become restless and do not seem to take any interest in their work unless pushed."—Fourth.

Memory

Twelve problems were reported which relate to children forgetting. Teachers ask whether drill will cause children to retain what has been learned. They say it is difficult to accomplish as much as should be done when children cannot remember. They are anxious to know how to improve memory.

Type Problems

Poor memory

341. "How to improve a poor memory."—Fourth.

Forgetful child

342. "Boy is always forgetting. Forgets his page, forgets to bring a pencil, etc."—First.

Subject matter suffers

343. "Cannot accomplish what should be accomplished to get each subject matter across when classes do not have the power of retention."—Fifth.

Too many new things

344. "Pupils have no power of retention as in Geography and Arithmetic. Not being able to fix it in their minds so it can be recalled. It seems as though we are crowding so many new things into their heads that they are not able to grasp it with the amount of intelligence they have."—Fifth.

Pupil's Study and Preparation

The teachers are very much concerned about the study habits of children as is shown by the large number of problems which they sent in on this topic. They are not only interested in what the pupil learns but they want him to develop the correct habits of learning. They find that the child does not want to stay with a job until it is finished; he wants too much help from the teacher and often really lacks confidence in his own ability. Many of the teachers have asked the question, "How to teach the child the best methods of

study?" Others want to know how to teach him to think; others, how to teach him to reason.

Some say their big problem is to find time to do supervised study and others ask if perhaps there is not danger of giving the child too much supervision.

These reports indicate that children waste time during study, hand in their work only partially finished, are lacking in iniative and originality in written work, will not read textbook explanations carefully and, in general, are careless in preparing their lessons.

The teachers would like to know how to teach children to weigh values, to select the essentials from the non-essentials, and, really, to think a thing through before proceeding to write anything down.

These problems are very much alike in all the grades. The lower grades do not speak so much about reasoning and thinking but more about manipulation and the mechanics of study.

Type Problems

Use judgment

345. "I have trouble in teaching my new mid-year class to select the essential from the non-essential."—Sixth.
346. "How to help children to get the important things when studying History and Geography."—Fifth.

Pride in work

347. "How to induce children to be careful of their written work and have pride in its neatness."—Second.

Time to supervise

348. "How can a teacher give proper study supervision to her classes when she has two grades in one room. One class must study while the other is reciting."—Fifth.

Teach children to think

349. "Teaching children to think for themselves."—Third.
350. "How to plan so that the children do the thinking rather than myself, at least so it appears to the children that they have thought it out."—Kindergarten.

Children to be independent

351. "My difficulty is to get children to help themselves more, to dig it out for themselves and not to try to work the teacher."—Sixth.

Read instructions

352. "Getting the children to actually read the instructions which precede an assignment. For instance, in Language."—Fourth.

How to study

353. "How to teach pupils to study."—Third.

To develop initiative

354. "To lead children to use their power of initiative and become self-reliant and independent."—Second.

Between recitation classes

356. "What can we do with the between-recitation classes? It should be educational but most helps seem so much the same."—First.

Leave work unfinished
356. "Pupils who choose a different kind of work before finishing the first chosen task."—First.

"Carry Over"

There were eight general problems relating to work "carrying over" from one subject to another or from the classroom situation to other situations.

The following problems will show the nature of these reports:

Type Problems

Pupils do not apply knowledge
357. "My pupils fail to apply knowledge gained in one subject in other work."—Fourth.

Correlate subjects
358. "How to get children to correlate one subject with another, as Spelling to carry over into Arithmetic problems, Language and Penmanship—in fact, all subjects."—Sixth.

To make work "carry over"
359. "How to make the work carry over."—Fifth.

School facts used in real situations
360. "The facts drilled upon in games and devices must be applied to and used in real situations."—First.

Freedom

Just how much freedom to allow children and how to control it are problems.

Teachers ask how to conduct the free period with a large enrollment and not waste too much time. When does liberty or freedom cease and license begin is a question which is asked. These reports also point out it is difficult to maintain a quiet orderly room without too much confusion and at the same time carry out the free period idea. The type of the problem does not change from grade to grade.

Type Problems

Freedom in a large room
361. "How can a teacher use so much freedom in a schoolroom of forty-four pupils?"—Fourth.

Freedom vs. waste of time
362. "How to conduct free work without waste of time."—Second.

Freedom vs. license
363. "How to make children understand that liberty is not license and in this way to achieve a happy natural atmosphere of work in the room without formality of old."—Third.

Freedom vs. confusion
364. "How to gain freedom without confusion."—Kindergarten.

Freedom favors bright child
365. "How can one have 'freedom' without having the bright, talkative children monopolize all the time?"—Fifth.

Project

The problems reported under the project method indicate that the teachers are meeting the following difficulties: There are not enough projects; many projects do not give each child something to do; need of separate projects for each child during the free period; need more projects suitable to large groups; it is difficult to start children out on a new project; hard to create the proper "setting." The difficulties are much the same in all grades.

Type Problems

Project for each child

366. "With a group of twenty-seven children, one of my problems is to furnish each child with a project for the free period without making it a direction. My aim is to provide a stimulus and let each feel his own problem, but it seems that all usually want to do what they see another doing or else they can't think of anything to do."—Kindergarten.

"Setting" for the project

367. "How to arrange a setting to plan a project. I have learned that a project must be led up to but I find it hard to plan my work so as to lead up to a project."—Sixth.

Project suitable to child

368. "The problem incident to starting the children out on a new project. It calls for a strict supervision of them to see that they choose some object to make that they can perfect."—Second.

Projects for groups

369. "Projects which can be worked out with large groups."—First.

CHAPTER VII

Is the Work of the College Meeting the Needs of the Teacher at Work?

In studying the problems of the classroom teachers it seemed desirable to learn not only what their problems were but to find out, if possible, whether they thought their college work had given them definite "helps" which they now wish they might have received in their college training but did not. Tables XVIII, XIX, and XX give the data from the first of these two questions.

On the original "Problem Blanks" on which the teachers reported their problems they were asked to state whether their college training had been of definite help in solving them by writing "Yes" or "No" after each problem. It may be that a teacher's college training has given her very definite help toward the solution of some of her problems and yet she has reported that it did not. In such cases it must be admitted that so far as the particular teacher is concerned she does not think so. These data will be especially interesting to teacher training institutions.

It is probably true that some of the teachers have had very little professional training, most of their college work being academic. The data of this study do not reveal the facts here. Table V does show, however, that a number of the teachers have had only a small amount of college work of any kind. The data will show the teacher's attitude of mind toward college training as regards its usefulness in furnishing definite help in the solution of her problems.

Table XVIII.—*The Number and Per Cent of Problems Whose Solution Had Been Definitely Helped by the College Training Which the Teacher Had. (Major Topics.)*

	Number			Per Cent	
	Total	Yes	No	Yes	No
I. Organization	718	126	592	17	83
II. Management	2005	427	1578	21	79
III. Method	827	196	631	24	76
Total	3550	749	2801	21	79

Read: Of the 718 problems under Organization, the teachers say their college training gave them definite help in the solution of 126 of them but did not do so in 592. Or they had definite help in 17 per cent of them, but not in 83 per cent, etc.

Table XVIII reveals the teachers' opinions about the definite help their college training gave them in the solution of their problems. They report definite help in only seventeen per cent of the problems under Organization, twenty-one per cent under Management, and twenty-four per cent under Method, or twenty-one per cent for all problems reported in the study. They report the least amount of help in the problems of Organization and the largest amount in those of Method. This might indicate that the college work had stressed Method or that the work given here had "carried over" better than either of the other two divisions.

TABLE XIX.—*The Number and Per Cent of Problems Whose Solution Had Been Definitely Helped by the College Training Which the Teachers Had. (General Topics.)*

	Number			Per Cent	
	Total	Yes	No	Yes	No
I. Organization					
A. Teacher	240	30	210	12.5	87.5
B. Class Organization	312	57	255	15	85
C. Building and Equipment	78	17	61	22	78
D. Course of Study	88	22	66	25	75
II. Management					
A. Pupil	1767	387	1380	22	78
B. Community	126	19	107	15	85
C. Details of Classroom Management	612	21	91	19	81
III. Method					
A. How to Teach Subjects	443	101	342	23	77
B. How to Teach Pupils	328	83	245	25	75
C. General Methods	56	12	44	21	79
Total	3550	749	2801	21	79

Read: Of the 240 problems reported under "Teacher," the teachers say that their college training gave them definite help in the solution of 30 of them but did not do so in 210. Or they had definite help in 12.5 per cent of the problems, but not in 87.5 per cent, etc.

Table XIX shows the same data as Table XVIII but distributed by the ten GENERAL topics. The smallest number of problems receiving definite help from the college work are those under "Teacher" with only 12.5 per cent. The largest number are under "Course of Study" and "How to Teach Pupils" with twenty-five per cent each. The other topics range all the way between these two.

TABLE XX.—*The Number of Problems Whose Solution Had Been Definitely Helped by the College Training Which the Teacher Had. (Minor Topics.)*

	Total No.	Yes	No
I. Organization			
A. Teacher			
1. Professional	70	14	56
2. Personnel	28	5	23
3. Supervision	49	4	45
4. Community contact			
a. P. T. A.	31	0	31
b. Personal contact	31	2	29
5. Substitute teachers	11	4	7
6. Records, reports, and bulletins	20	1	19
B. Class organization			
1. Size and number of classes	22	0	22
2. Organizing classroom for work	40	11	29
3. Daily schedule or program	27	8	19
4. Classification of pupils	81	15	66
5. Lack of time	42	6	36
6. Grading and promotion	62	10	52
7. Special programs	11	1	10
8. Tests and examinations	13	4	9
9. Interruptions	14	2	12
C. Buildings and equipment			
1. Buildings and janitor	39	8	31
2. Supplies and equipment	39	9	30
D. Course of study			
1. What to teach	88	22	66
II. Management			
A. Pupil			
1. Varying abilities			
a. Over-age	30	4	26
b. Sub-normal	90	15	75
c. Slow	96	15	81
d. Slow and bright	53	14	39
e. Bright	47	15	32
f. Individual adjustment	71	18	53
2. Pupil control in classroom			
a. Whispering	29	4	25
b. Talking aloud	78	14	64
c. Discipline			
(1) Individual	105	29	76
(2) Group	109	31	78
3. Pupil control—outside classroom			
a. To and from school	79	19	60
b. Playgrounds, halls, lunchroom, etc.	110	26	84
c. Coming too early	22	1	21
4. Attendance			
a. Absence	59	13	46
b. Tardiness	59	15	44
5. Problems of mental adjustment			
a. Dreamers	11	2	9
b. Indifferent	15	3	12

TABLE XX.—(Continued)

	Total No.	Yes	No
e. Lazy	23	5	18
d. Show-off	10	1	9
e. Shy	19	4	15
f. Stubborn	36	9	27
g. Sundry attitudes	16	3	13
6. Social-ethical adjustment			
a. Citizenship	31	5	26
b. Cheating	34	5	29
c. Lying	52	14	38
d. Morals	27	6	21
e. Neatness	30	6	24
f. Rights of property and of other people	38	9	29
g. Politeness	34	4	30
h. Social adjustment	35	9	26
i. Stealing	49	13	36
j. Tattling	35	13	22
k. Negroes and foreigners	14	2	12
7. Health			
a. Cleanliness	74	20	54
b. Contagion	21	2	19
c. Health habits	31	4	27
d. Nervousness	24	5	19
e. Nutrition	22	5	17
f. Physical defects	32	2	30
g. Sucking thumbs, biting nails or objects	17	3	14
B. Community			
1. Problems where parents and home are factors	126	19	107
C. Detail of Classroom Procedure	112	21	91
III. Method			
A. How to Teach Subjects			
1. Arithmetic	104	23	81
2. Art	14	3	11
3. Bible	1	0	1
4. Geography	14	5	9
5. History	6	3	3
6. Language	70	17	53
7. Music	29	5	24
8. Reading	99	28	71
9. Spelling	55	9	46
10. Writing	51	8	43
B. How to Teach Pupils			
1. Motivation			
a. Attention	64	22	42
b. Interest	58	22	36
c. Memory	12	2	10
2. Methods affecting pupils' study and preparation of lessons	194	37	157

TABLE XX.—(Concluded)

	Total No.	Yes	No
C. General			
1. Affecting the carry-over of work	8	2	6
2. Affecting the freedom of classroom	31	6	25
3. Affecting the project method	17	4	13
Total	3550	749	2801

The amount of definite college help received as distributed by MINOR topics is shown by Table XX. This is a detailed table and will show the teacher's reaction to help received when the problems are considered in smaller units. They claim their college work gave them no help in dealing with the problems of the "P. T. A." and the "Size and number of classes."

Do the teachers want more definite "helps" in their college work and in what special fields do they call for them?

Not only were the teachers asked if their college training had given them definite help in the solution of their problems, but they were also requested to write down any "helps" they now wish their college work had given them but did not. They made 602 requests under this call for "helps." These were treated in the same manner as the problems were by being copied separately on cards three inches by five inches each. They were then arranged in groups according to the nature of the requests and these groups then organized into the outline as shown in Table XXI

TABLE XXI.—*The Distribution of the Helps Which the Teachers Wish Their College Training Had Given Them*

I. The Training School	
A. Courses too Theoretical rather than Practical	33
B. Special Conditions rather than Public School Conditions	143
II. The Pupil	
A. Child Study (Psychology)	22
B. Individual Differences	53
C. Discipline	22
D. Health	33
E. Moral-Ethical and Social	39
III. Organization	24
IV. Parents and Community	41
V. Subject Matter and How to Teach It	192
Total	602

Read: Of the 605 "helps" thirty-three were called for under "Theoretical vs. Practical," etc.

The largest number of "helps" called for was under "Subject Matter and How to Teach It," with 180. The next largest number is relative to the professional work in college being in the nature of "Special Conditions" rather than "Public School Conditions," where 143 are listed. The third largest number under "Individual Differences" had only fifty-three. The smallest number is under "Child Study" and "Discipline" with twenty-two each. None of the others run large.

What is the nature of the "helps" called for under each division of the outline?

The nature and character of each group of "helps" will be summarized and typical examples given under each one to make clear just what the teachers are asking for.

Theoretical Rather Than Practical

The teachers seem to object to their college work because it is too theoretical and not enough of the practical. They say the theory sounds well but too often it will not work out in practice. They ask that less time be spent on the theory of education and more time be given to the consideration of the specific classroom problems as they actually exist.

Typical "Helps"

Critic teachers

370. "Colleges deal with things in theory too much. Why did not our critic teachers with their greater and wider experience acquaint us with things as they really are?"—Fifth.

Tried-out practice

371. "More of actual tried-out practice, rather than so much theory. More specific and less general work."—First.

Theory put to practice

372. "It would be a good idea if my college training had been more practical. I got the theory but I didn't have the opportunity to put it into practice while at school."—First.

Special Conditions Rather Than Public School Conditions

The teachers have been rather free in their criticism of the training schools. In general they think the work as given is not enough like the work which they actually find when they take charge of their own school. They seem to feel that the conditions are all too ideal. The following suggestions and criticisms are reported:

1. Training school classes not like an actual class.
2. Classes too homogeneous.
3. Classes too small.
4. Training teacher does not have full control.

5. Need a university class to study actual problems reported by teachers who are "on the job."
6. Practice teaching periods too short.
7. Training school pictures actual conditions as too ideal so young teacher is disappointed to find things as they really are.
8. College teachers too long away from real situations.
9. To teach one subject in training school is not enough.
10. Need more demonstration lessons.
11. More remedial work should be presented.
12. Practice teaching should be done with two grades instead of one.
13. Materials used in training schools too elaborate.
14. Practice teaching should be done before the senior year.

Typical Suggestions

Less regular college work

373. "By placing the responsibility more upon me and requiring less regular college courses at the same time, thus giving me time for more practice teaching."—Fifth.

Teachers of theory not acquainted with real conditions

374. "I would like to have some definite theory courses taught by people who are closely in touch with actual schoolrooms and their problems, instead of by someone who has never taught under the conditions met daily and so idealizes unreasonably. I want to see projects, socialized recitations, etc., actually at work."—Third.

375. "Secure better trained instructors in colleges, those who are practical and have had experience in the problems and ideas they give to others. Instructors who have made a survey and thorough study in subjects they teach from the rural school to the city."—Sixth.

376. "Instructors in many of classes in normals or universities have been away from schoolroom so long that they need to come down to earth and remember that a classroom of forty or forty-five children cannot be handled the same as a class of ten."—First.

Amount of supplies

377. "The training school should have a limited amount of supplies with which to work."—Kindergarten.

Consider real problems

378. "I wish the college had gone to the different schools in the city and collected problems that actually appeared in the various classrooms. Then in the teacher training classes we could have discussed these problems and at least tried to solve them."—Second.

Work to be practical

379. "It seems to me that it would be a great help if the training school would include in the curriculum only such work as is practicable and can be made use of in any school."—First.

Two classes at once

380. "My training would have helped me more had it been with two grades at once instead of one. I need to know how to conduct a study period and a class at the same time."—Second.

Working with groups

381. "I wish my normal school training could have given me experience in working with groups. The one group with no particularly slow or fast ones does not give the young teacher any idea of teaching."—First.

Child Study (Psychology)

It was suggested that there should be more study of the child himself and less study about him. The reports call for courses dealing with the child's behavior, his character, and, in general, his whole nature. How to appeal to the different types of children so as to arouse interest and to hold attention is presented as a field of study.

Typical Suggestions

Arousing interest

382. "Different ways of arousing interest in children. Different types of children could be studied and the methods used which aroused the most interest should be recorded and kept."—Fourth.

Study behavior of children

383. "I wish my college training had given me more specific training along lines of behavior for children. I wish citizenship problems had been worked out as examples."—First.

Study the child

384. "My normal training could have given me more study of the child himself under careful supervision of a critic teacher. We need to study the child more rather than about the child."—Kindergarten.

Human nature

385. "We are not taught enough about human nature or results of our actions on the child. Why do young teachers have to learn by experience how much the expression of a simple fact may govern discipline, even the inflection of words may play an immense part."—Sixth.

Individual Differences

The teachers are asking the training institutions to give them more help in dealing with the individual differences of pupils. They want aids and devices which will appeal to the slow and retarded child as well as something to meet the needs of the bright pupil. The groups of children in the practice school should be like those in the public school and contain the slow, over-age, and bright pupil. They would like to see the critic teachers handle classes or groups of the retarded pupils.

Typical Suggestions

Actual classroom conditions

386. "To observe classes containing inferior, normal, and superior children—just as we find them in our own classrooms."—Third.

Time for the slow pupil

387. "I would like to have had some idea just how much time I should have spent with the pupils below average mentality."—Fifth.

Individual characteristics

388. "A course on how to meet and correct undesirable individual characteristics might be helpful. Also ways listed in which old experienced teachers have corrected these faults."—Sixth.

Superior child

389. "More definite work as to how to help the child that is superior to your group."

Sub-normals

390. "More training with sub-normals as those are our greatest problems."—Sixth.

Pupil Discipline

The teacher training institutions should offer courses dealing with the problems of discipline and require all students to take it, according to some of the teachers reporting. They would like to have specific problems discussed as well as the best way they have been handled by successful teachers. They say the courses they have taken are too general and theoretical.

Typical Suggestions

Actual disciplinary problems

391. "The university and normal schools give no help in actual disciplinary problems. Why not give a course where such actual cases of discipline are taken up and discussed and solutions are offered that might be used in the field?"—Opportunity Room.

Kinds of punishment

392. "Methods of punishment which do not involve corporal punishment."—Fourth.

Course in school discipline required

393. "I think college training should include a course in public school discipline and require all teachers (prospective) to take this course."—Third.

Cases of successful management

394. "I wish there had been statements made of cases of disobedience or truancy and their successful management; also the type of child who was corrected in that manner."—Fifth.

Moral-Ethical-Social

The teachers ask that the colleges give definite courses in character education explaining ways and means of developing

the most desirable traits and habits in children. They desire to be shown how to teach children not to lie, to steal, or to cheat. They suggest that aids, devices, games, etc., be explained in college which may be used in developing the right kind of manners. They also would like to have the training schools show the best ways of developing the right kind of citizenship habits. These problems on character education were reported before Nebraska had any law requiring character education to be taught.

Typical Suggestions

Character education

395. "Our education is for developing and strengthening character. Surely somewhere in a college course one should have definite training to show how to meet situations that commonly and continually arise in every schoolroom, and refer directly to character building."—Sixth.
396. "More work in character building and less of 'subject teaching.' This problem of correct habit formation is sometimes a difficult one to meet."—Fourth.

Citizenship training

397. "A course including training for citizenship among the children."—Second.

Manners

398. "Normal school could have given games or devices to make good manners appeal to children."—Second.

Social relationship

399. "Some definite help given by psychologists as to better ways of training children in their social relationships and associations."—Second.

Administration

The teachers are suggesting that the training schools give more help on many of the problems having to do with organization and management. They desire more practice in making records and reports and daily programs. They even say there should be a course explaining the school system. It is also suggested that there should be courses training the teachers in giving and scoring tests. How high children's desks should be is one problem which it is suggested professional training should answer.

Typical Suggestions

Program making

400. "More practice in program making for more than one grade. (So that the work in one class would not prove disturbing to the members of the other class and the time be economically used.)"—Second.

Explain school system

401. "Why not have a course explaining the school system? Have those who are planning to teach realize that the school requires more than just teaching the children."—First.

Tests and measurements

402. "More mental tests, the study of measurements. A class that can take the time and trouble in actually grading pupils and perhaps comparing them with the regular teacher."—First.

Height of desks

403. "Some very definite information as to exact height of desk for child. Janitors and school authorities neglect it so much and although I have what I think to be the correct way of judging, I am not positive. It is a crime to let children sit hours in some of the seats they are compelled to sit in."—Third.

Selection of texts

404. "One thing I never received in a normal school was help in selecting text books, reference books, etc. I think a new teacher going out in a school where she will not be supervised or have help from a superintendent will have very little that will help her in selecting text books."—Sixth.

Parents and Community

The reports of this study show that the teachers would like to have a course given in the training school dealing with their relationship to the factors of the community. They indicate the need of training dealing with the parents particularly. They also suggest that the colleges furnish leaflets or pamphlets which will give information to parents along the line of modern school practice. Training in how to organize and direct activities of a P. T. A. is called for.

Typical Suggestions

Meeting the public

405. "I suggest that beginning teachers have some training in meeting the public. Most young teachers have no idea how many people there are who know absolutely nothing about a teacher's problems."—Third.

P. T. A.

406. "I wish I could have had a course in P. T. A. work or in community work. I would appreciate a practical course that would be an aid in directing community work."—First.

Educating the parents

407. "I should appreciate pamphlets giving the more modern methods in order that the parents who have not studied modern methods might more fully appreciate the value of our newer methods of teaching—especially the subject of Reading."—First.

Meeting the parent

408. "It would have helped me to have had training in knowing how to approach all types of parents to help them improve their children's habits."—First.

409. "Some definite suggestion that will gain the cooperation of the parents."—First.

410. "A course where more problems with parents are discussed and remedies suggested."—Sixth.

Subject Matter and Methods

The colleges and universities could give the teachers more help in the selection and organization of subject matter and in the methods of teaching it, according to the reports of this study. The teachers have indicated that the work, as given, is too general and too theoretical and will not function in real school situations. They want courses showing subjects, grade by grade, as well as special, definite methods in each field. They also ask for more help in planning and carrying forward projects, free work periods, socialized recitation, and how to get and hold interest and attention. They are calling for definite help along the following lines:

1. Devices and drills in Arithmetic.
2. How to get speed in numbers.
3. Show how to get children to assume more responsibility for their work.
4. Specific training in teaching Spelling.
5. More practical training in teaching handwork.
6. Greater variety of suggestions for seat work.
7. A special course in showing how to teach children to think.
8. The training school should acquaint the teacher with the professional literature of her special field.
9. Teachers should receive training in methods of getting the school work to "carry over."

Typical Suggestions

Seat work

411. "Some definite work in constructive seat work for lower grades."—Second.

Penmanship

412. "I think if penmanship is to be taught as a formal study in Primary grades a special course for the study of it should be given."—First.

Kindergarten orchestra

413. "In our music course nothing was taught to help in the Kindergarten orchestras other than the suggesting of different instruments."—Kindergarten.

Teaching pupils to think

414. "A course in how to teach pupils to think."—Sixth.

Arithmetic

415. "More devices and drills for fixing multiplication facts."—Third.

Professional literature

416. "A closer acquaintance with the magazines and authors dedicated to this phase of teaching. (To make child's work a joy)."—Second.

Child's responsibility

417. "Definite helps toward having children assume enough responsibility in doing assigned work and doing it correctly."—First.

Socialized school

418. "A course in the socialized school, not from a book, but in real practice teaching."—Third.

Course of study

419. "A class on the course of study would be helpful for beginning teachers. I practically wasted my first year because I did not understand the course of study. It was hard to follow and had no good text books that even approximately covered the work outlined."—Third.

Projects

420. "A definitely outlined course for university students on Project Work."—Second.

Miscellaneous

There are a number of suggestions classified as "Miscellaneous" which call for a number of different things. The following examples will give an idea of what is wanted:

Typical Suggestions

Courses by visiting nurse

421. "A visiting nurse is one who can help solve some of the most difficult problems. Therefore, I think a university class conducted by such a nurse would mean much to the prospective teachers."—Second.

Foreign children

422. "There should be some help given to the teacher in how to work with foreign children and colored children."—Fifth.

Intermediate work lacking

423. "Normal schools give plenty of Primary or Junior High work but very little Intermediate work."—Fifth.

Work not thorough

424. "I feel that our normal schools are not placing enough emphasis upon thoroughness."—Fourth.

Train to recognize disease

425. "Normal schools might have given training in disease recognition, especially in the earlier symptoms."—First.

Conclusions and Suggestions

It is evident from the data of this study that the teachers of the elementary schools are meeting problems in a very wide range of activities and that they are not satisfied with the kind of helps their college training has given them toward their solution.

A study of the distribution of the problems and of their content shows that there is need of a rich curriculum for the teacher-in-training, and a very broad program of supervision for the teacher-in-service.

The teachers who assisted in this study were not loud in their praise of the training which their college work has given them. They complain about work being too ideal, too theoretical, and not fitted to the actual conditions of the class-

room as they find them in their schools. This being true, changes must be made in the conduct of the teacher training work so that what is given will function in the field.

The data of this study seems to warrant suggesting that such courses as the following should be given to all students preparing to teach:

1. A course in the Philosophy of Education setting forth the aims and principles of education.
2. A general course in Educational Psychology which aims to acquaint the teacher with the child's nature and the laws of learning.
3. A course dealing with the general problems of the public school which would aim to acquaint the student-teacher with the organization and administration of public education in America. This might be thought of as a sort of orientation course. Here many of the problems raised under Organization and Management would be answered.
4. A course in General Methods which will analyze for the teacher those general procedures in classroom work in the matter of conducting the recitation and in supervising the children's study.
5. Courses in Special Methods must be given. These should present the latest and best methods of teaching subject matter in the various fields of learning, as Reading, Arithmetic, Health, etc. These special method courses should also determine what to teach.
6. School management courses should attempt to show the teacher the best methods of managing things as well as the pupils. In this course she should learn how best to attend to the arrangement of her room and the distribution and collection of supplies, papers, etc. It is here where she will study the problems of school discipline and learn the art of pupil control.
7. Courses in tests and mental measurements are needed to help the teacher to better understand the special child, such as the retarded pupil, the bright pupil, etc., and will offer ways of meeting his individual needs.
8. There should be courses in observation and practice teaching done under the most careful supervision. In such courses the student-teacher will be introduced to the real problems of the classroom and should be able to see and experience modern aims, theories, and methods put to the practical test.
9. It is understood that in addition to these professional courses the teacher should be thoroughly grounded in her knowledge of subject matter and possess as liberal an education as is possible.

10. It would seem that as an outgrowth of this study the first thing for teachers colleges and universities to do is to make a survey of courses offered to find out what are the aims and purposes of the institution and whether the courses are functioning in a broadening and practical way and not too theoretical and far removed from the actual conditions with which teachers must work.

This study also shows the need of helpful supervision after the teacher leaves the training school and enters upon her work as a teacher. The very nature of her problems shows that this supervision must be a comprehensive program. It cannot stop at special supervision of the individual subject such as music or art. In fact if all subject matter were carefully supervised the teachers' problems would still be numerous. Supervision must reach the teachers' work with the pupils, the community, and her professional associates, as well as with subject matter.

By discovering the teachers' problems this study, therefore, makes it possible for the administrator to plan very definitely for the supervision of his school, making use of all the splendid aids and devices which are available to him in this field.

The data of this study then should lend valuable assistance to those in charge of teacher training in their efforts to discover what courses to offer to the student-teacher in training and, further, they should prove valuable to superintendents and principals in planning to give aid to their teachers in service.

APPENDIX

TABLE A.—*The Frequencies of Problems Distributed on the Basis of the Grades Taught by the Teachers Reporting Them.*

	Grades							
	K	1	2	3	4	5	6	Total
I. Organization								
A. Teacher								
1. Professional	7	9	9	8	9	11	17	70
2. Personnel	1	1	6	5	6	3	6	28
3. Supervision	0	11	7	7	7	8	9	49
4. Community contact								
a. P. T. A.	0	7	9	6	3	3	3	31
b. Personal contact	2	7	3	6	3	6	4	31
5. Substitute teachers	2	2	1	1	2	9	3	11
6. Records, reports, and bulletins	1	4	1	3	2	3	6	20
B. Class Organization								
1. Size and number of classes	3	6	2	6	1	2	2	22
2. Organizing classroom	3	13	8	0	4	7	5	40
3. Daily schedule or program	1	8	3	3	2	3	7	27
4. Classification of pupils	2	28	6	13	9	14	9	81
5. Lack of time	0	8	8	6	6	6	8	42
6. Grading & promotion	4	9	8	10	13	6	12	62
7. Special programs	2	1	2	0	1	2	3	11
8. Tests & examinations	0	2	2	1	0	4	4	13
9. Interruptions	1	7	2	1	0	2	1	14
C. Buildings and Equipment								
1. Buildings and janitor	4	7	8	8	5	6	1	39
2. Supplies & equipment	5	9	7	3	4	6	5	39
C. Course of Study								
1. What to teach	6	44	11	5	5	9	8	88
II. Management								
A. Pupil								
1. Varying abilities								
a. Over-age	0	2	4	4	9	6	5	30
b. Sub-normal	2	32	12	12	17	9	6	90
c. Slow	5	22	22	21	9	9	8	96
d. Slow and bright	2	11	10	9	9	7	5	53
e. Bright	2	10	9	5	5	8	8	47
f. Individual adjustment	7	19	10	7	10	8	10	71
2. Pupil control in classroom								
a. Whispering	0	2	2	3	9	6	7	29
b. Talking aloud	4	21	20	8	12	11	3	78
c. Discipline								
(1) Individual	12	26	16	13	21	10	7	105
(2) Group	7	9	25	20	14	16	18	109
3. Pupil control outside of classroom								
a. To and from school	7	22	10	9	9	9	13	79

TABLE A.—(Continued)

	Grades							
	K	1	2	3	4	5	6	Total
b. Playgrounds, halls, lunchrooms, etc.	5	20	15	11	21	16	22	110
c. Coming too early	1	2	7	5	3	0	4	22
4. Attendance								
a. Absence	1	14	11	10	5	11	7	59
b. Tardiness	1	15	18	8	6	7	4	59
5. Problems of Mental Adjustment								
a. Dreamers	0	2	3	2	1	2	1	11
b. Indifferent	1	1	4	1	2	1	5	15
c. Lazy	0	3	4	2	4	4	6	23
d. Show-off	1	0	2	0	3	1	3	10
e. Shy	6	5	2	0	2	3	1	19
f. Stubborn	6	2	7	4	8	2	7	36
g. Sundry attitudes	2	5	1	0	4	1	3	16
6. Social-Ethical Adjustment								
a. Citizenship	2	2	6	2	3	10	6	31
b. Cheating	0	2	8	7	8	2	7	34
c. Lying	4	11	10	6	11	6	4	52
d. Morals	0	5	3	5	4	1	9	27
e. Neatness	2	0	8	1	4	9	6	30
f. Rights of property and of others	5	11	5	3	3	10	1	38
g. Politeness	3	4	2	3	6	9	7	34
h. Social adjustment	9	3	7	2	1	4	9	35
i. Stealing	7	14	10	8	3	1	6	49
j. Tattling	3	4	8	10	3	4	3	35
k. Negroes and foreigners	1	2	1	5	2	2	1	14
7. Health								
a. Cleanliness	2	18	21	15	5	8	5	74
b. Contagion	0	9	4	3	3	0	2	21
c. Health habits	0	6	7	0	7	6	5	31
d. Nervousness	3	5	7	0	3	1	5	24
e. Nutrition	1	6	8	1	4	2	0	22
f. Physical defects	2	12	3	4	7	0	4	32
g. Sucking thumbs, biting nails or objects	0	8	3	1	2	2	1	17
B. Community								
1. Problems where parents and home are factors	13	20	17	21	21	14	20	126
C. Detail of Classroom Procedure	18	16	13	17	20	15	13	112
III. Method								
A. Tow to Teach Subjects								
1. Arithmetic	1	10	9	24	20	23	17	104
2. Art	3	4	1	2	3	0	1	14
3. Bible	0	1	0	0	0	0	0	1
4. Geography	0	0	0	1	2	6	5	14

TABLE A.—(Concluded)

	Grades							
	K	1	2	3	4	5	6	Total
5. History	0	1	0	0	0	4	1	6
6. Language	6	17	9	7	10	13	8	70
7. Music	7	10	3	0	1	3	5	29
8. Reading	3	51	14	7	8	7	9	99
9. Spelling	0	5	7	12	7	11	13	55
10. Writing	1	12	5	14	7	10	2	51
B. How to Teach Pupils								
1. Motivation								
a. Attention	7	19	13	4	8	10	3	64
b. Interest	5	9	8	7	8	10	11	58
c. Memory	0	1	1	1	5	4	0	12
2. Methods affecting pupil's study and preparation of lessons	8	22	23	29	33	50	29	194
C. General								
1. Affecting the carry-over of work	0	1	0	1	2	2	2	8
2. Affecting the freedom of classroom	10	2	4	6	6	2	1	31
3. Affecting the project method	6	3	4	0	2	1	1	17
Total	247	754	569	475	507	510	488	3550

Read: Of the seventy problems reported under "Professional," the Kindergarten teachers reported seven, the First grade teachers nine, etc.

TABLE B.—*The Frequencies of Problems by General Topics Distributed on the Basis of the Grades Taught by the Teachers Reporting Them.*

	Grades							
	K	1	2	3	4	5	6	Total
I. Organization								
A. Teacher	13	41	36	36	32	34	48	240
B. Class Organization	16	82	41	40	36	46	51	312
C. Building and Equipment	9	16	15	11	9	12	6	78
D. Course of Study	6	44	11	5	5	9	8	88
II. Management								
A. Pupil	115	367	335	230	262	224	234	1767
B. Community	13	20	17	21	21	14	20	126
C. Details of Classroom Procedure	18	16	13	17	20	15	13	112
III. Method								
A. Tow to Teach Subjects	21	111	48	67	58	77	61	443
B. How to Teach Pupils	20	51	45	41	54	74	43	328
C. Methods in General	16	6	8	7	10	5	4	56
Total	247	754	569	475	507	510	488	3550

Read: Of the 240 problems reported under "Teacher," the Kindergarten teachers reported thirteen, the First grade teachers forty-one, etc.

TABLE C.—*The Distribution of the Problems Based on the Ages of the Teachers Reporting Them*

	Ages				
	0-25	26-35	36-45	46	Total
I. Organization					
A. Teacher					
1. Professional	24	28	10	8	70
2. Personnel	7	13	7	1	28
3. Supervision	13	20	12	4	49
4. Community contact					
a. P. T. A.	9	15	6	1	31
b. Personal contact	6	16	8	1	31
5. Substitute teachers	6	2	3	0	11
6. Records, reports, and bulletins	5	9	4	2	20
B. Class Organization					
1. Size and number of classes	7	12	3	0	22
2. Organizing classroom	14	21	4	1	40
3. Daily schedule or program	10	13	2	2	27
4. Classification of pupils	26	35	15	5	81
5. Lack of time	7	22	10	3	42
6. Grading and promotion	15	33	10	4	62
7. Special programs	4	2	5	0	11

TABLE C.—(Continued)

	Grades							
	K	1	2	3	4	5	6	Total
8. Tests and examinations			3	8	2	0		13
9. Interruptions			3	5	5	1		14
C. Buildings and Equipment								
1. Buildings and janitor			19	10	7	3		39
2. Supplies and equipment			15	15	6	3		39
D. Course of Study								
1. What to teach			22	42	17	7		88
II. Management								
A. Pupil								
1. Varying abilities								
a. Over-age			5	15	7	3		30
b. Sub-normal			44	36	6	4		90
c. Slow			29	40	20	7		96
d. Slow and bright			18	18	12	5		53
e. Bright			17	21	8	1		47
f. Individual adjustment			15	39	10	7		71
2. Pupil control in classroom								
a. Whispering			9	16	3	1		29
b. Talking aloud			25	34	18	1		78
c. Discipline								
(1) Individual			48	33	12	12		105
(2) Group			39	44	20	6		109
3. Pupil control—outside classroom								
a. To and from school			19	41	10	9		79
Playgrounds, halls, lunch-rooms, etc.			25	56	20	9		110
c. Coming too early			7	10	3	2		22
4. Attendance								
a. Absence			28	22	6	3		59
b. Tardiness			24	21	7	7		59
5. Problems of mental adjustment								
a. Dreamers			8	3	0	0		11
b. Indifferent			6	6	2	1		15
c. Lazy			10	11	1	1		23
d. Show-off			6	2	2	0		10
e. Shy			11	7	1	0		19
f. Stubborn			17	10	6	3		36
g. Sundry attitudes			5	7	1	3		16
6. Social-Ethical Adjustment								
a. Citizenship			7	14	8	2		31
b. Cheating			11	12	7	4		34
c. Lying			26	17	6	3		52
d. Morals			8	12	6	1		27
e. Neatness			13	11	5	1		30
f. Rights of property and of other people			8	20	6	4		38
g. Politeness			12	14	4	4		34
h. Social adjustments			9	16	7	3		35
i. Stealing			15	24	8	2		49
j. Tattling			13	12	6	4		35
k. Negroes and foreigners			5	7	1	1		14

TABLE C.—(Concluded)

	Grades						
	K	1	2	3	4	5	6	Total
7. Health								
a. Cleanliness			26	36	8	4		74
b. Contagion			5	9	6	1		21
c. Health habits			9	18	1	3		31
d. Nervousness			7	12	5	0		24
e. Nutrition			5	11	4	2		22
f. Physical defects			8	18	5	1		32
g. Sucking thumbs, biting nails or objects			3	10	2	2		17
B. Community								
1. Problems where parents and home are factors			48	54	15	9		126
C. Detail of Classroom Procedure			48	43	14	7		112
III. Method								
A. How to Teach Subjects								
1. Arithmetic			33	55	11	5		104
2. Art			5	7	1	1		14
3. Bible			0	1	0	0		1
4. Geography			7	3	2	2		14
5. History			1	5	0	0		6
6. Language			20	34	13	3		70
7. Music			15	11	1	2		29
8. Reading			34	41	13	11		99
9. Spelling			14	29	6	6		55
10. Writing			23	19	9	0		51
B. How to Teach Pupils								
1. Motivation								
a. Attention			29	21	7	7		64
b. Interest			24	20	9	5		58
c. Memory			4	8	0	0		12
2. Methods affecting pupils' study and preparation			71	76	33	14		194
G. General								
1. Affecting the carry-over of work			2	2	4	0		8
2. Affecting the freedom of classroom			10	15	4	2		31
3. Affecting the project method			10	6	0	1		17
Total			1233	1528	552	247		3550

Read: Of the seventy problems reported under "Professional," the teachers twenty-five years old or less reported twenty-four, those from twenty-six to thirty-five years old, twenty-eight, etc.

TABLE D.—*The Distribution of Problems by General Topics on the Basis of the Ages of the Teachers Reporting Them*

	Ages				
	0-25	26-35	36-45	46	Total
I. Organization					
A. Teacher	70	103	50	17	240
B. Class Organization	89	151	56	6	312
C. Building and Equipment	34	25	13	6	78
D. Course of Study	27	34	21	6	88
II. Management					
A. Pupil	605	765	270	127	1767
B. Community	48	54	15	9	126
C. Details Classroom Management	48	43	14	7	112
III. Method					
A. How to Teach Subjects	152	205	56	30	443
B. How to Teach Pupils	128	125	49	26	328
C. General Methods	22	23	8	3	56
Total	1233	1528	552	247	3550

Read: Of the 240 problems reported under "Teacher," the teachers who were twenty-five years old or less reported seventy, those from twenty-six to thirty-five years old, 103, etc.

TABLE E.—*The Distribution of the Problems Based on the College Training of the Teachers Reporting Them*

	College Training in Months					
	0-9	10-18	19-27	28-36	37	Total
I. Organization						
A. Teacher						
1. Professional	3	30	21	12	4	70
2. Personnel	1	12	7	7	1	28
3. Supervision	1	14	19	8	7	49
4. Community contact						
a. P. T. A.	2	10	16	3	0	31
b. Personal contact	0	12	16	1	2	31
5. Substitute teachers	0	5	5	1	0	11
6. Records, reports, and bulletins	0	8	5	7	0	20
B. Class Organization						
1. Size and number of classes	0	14	8	0	0	22
2. Organizing classroom	1	15	14	7	3	40
3. Daily schedule or program	1	11	9	4	2	27
4. Classification of pupils	7	25	28	16	5	81
5. Lack of time	1	12	20	7	2	42
6. Grading and promotion	4	28	16	9	5	62
7. Special programs	0	4	5	2	0	11
8. Tests and examinations	1	7	2	3	0	13
9. Interruptions	0	1	10	3	0	14
C. Buildings and Equipment						
1. Buildings and janitor	1	14	14	7	3	39
2. Supplies and equipment	2	17	11	7	2	39

TABLE E.—(Continued)

	College Training in Months					
	0-9	10-18	19-27	28-36	37	Total
D. Course of Study						
1. What to teach	2	36	39	8	3	88
II. Management						
A. Pupil						
1. Varying abilities						
a. Over-age	6	10	7	3	4	30
b. Sub-normal	1	45	29	10	5	90
c. Slow	5	39	40	10	2	96
d. Slow and bright	3	17	20	8	5	53
e. Bright	1	22	17	5	2	47
f. Individual adjustment	3	25	30	10	3	71
2. Pupil control in classroom						
a. Whispering	0	11	10	6	2	29
b. Talking aloud	4	23	37	11	3	78
c. Discipline						
(1) Individual	4	26	44	23	8	105
(2) Group	7	36	42	19	5	109
3. Pupil control outside classroom						
a. To and from school	4	31	24	17	3	79
b. Playgrounds, halls, lunch rooms, etc.	9	34	43	15	9	110
c. Coming too early	2	9	9	2	0	22
4. Attendance						
a. Absence	3	26	17	11	2	59
b. Tardiness	2	23	16	10	8	59
5. Problems of mental adjustment						
a. Dreamers	0	5	2	1	3	11
b. Indifferent	1	4	5	4	1	15
c. Lazy	0	11	7	2	3	23
d. Show-off	0	3	2	3	2	10
e. Shy	0	5	8	5	1	19
f. Stubborn	0	14	11	5	6	36
g. Sundry attitudes	1	3	8	4	0	16
6. Social-ethical adjustment						
a. Citizenship	2	12	9	5	3	31
b. Cheating	3	9	15	6	1	34
c. Lying	1	16	26	5	4	52
d. Morals	3	5	13	2	4	27
e. Neatness	2	10	9	3	6	30
f. Rights of property and of people	1	14	13	7	3	38
g. Politeness	0	17	14	1	2	34
h. Social adjustments	0	14	18	3	4	35
i. Stealing	0	18	20	9	2	49
j. Tattling	5	11	14	2	3	35
k. Negroes and foreigners	2	6	4	1	1	14
7. Health						
a. Cleanliness	8	23	25	10	8	74
b. Contagion	1	10	6	2	2	21

TABLE E.—(Concluded)

	College Training in Months					
	0-9	10-18	19-27	28-36	37	Total
c. Health habits	0	11	13	3	4	31
d. Nervousness	0	10	9	1	4	24
e. Nutrition	2	9	6	2	3	22
f. Physical defects	1	14	11	5	1	32
g. Sucking thumbs, biting nails or objects	1	9	4	2	1	17
B. Community						
1. Problems where parents and home are factors	6	44	55	13	8	126
C. Detail of Classroom procedure	6	45	33	20	8	112
III. Method						
A. How to Teach Subjects						
1. Arithmetic	13	31	39	16	5	104
2. Art	1	6	2	3	2	14
3. Bible	0	1	0	0	0	1
4. Geography	0	7	3	2	2	14
5. History	0	3	1	2	0	6
6. Language	5	19	26	10	10	70
7. Music	0	9	14	6	0	29
8. Reading	2	34	48	14	1	99
9. Spelling	4	23	21	5	2	55
10. Writing	2	23	16	7	3	51
B. How to Teach Pupils						
1. Motivation						
a. Attention	3	27	23	6	5	64
b. Interest	5	12	28	8	5	58
c. Memory	3	4	4	0	1	12
2. Methods affecting pupil's study and preparation of lessons	17	70	61	31	15	194
C. General						
1. Affecting the carry-over over of work	3	3	2	0	0	8
2. Affecting the freedom of classroom	2	9	9	9	2	31
3. Affecting the project method	1	10	2	4	0	17
Total	188	1295	1305	521	241	3550

Read: Of the seventy problems reported under "Professional," the teachers having nine months or less of college training reported three, those having from ten to eighteen months thirty, etc.

TABLE F.—*The Distribution of Problems by General Topics on the Basis of the College Training of the Teachers Reporting Them.*

	College Training in Months					
	0-9	10-18	19-27	28-36	37	Total
I. Organization						
A. Teacher	7	91	89	39	14	240
B. Class Organization	15	117	112	51	17	312
C. Building and Equipment	3	31	25	14	5	78
D. Course of Study	2	36	39	8	3	88
II. Management						
A. Pupil	88	640	653	253	133	1767
B. Community	6	44	55	13	8	126
C. Details Classroom Procedure	6	45	33	20	8	112
III. Method						
A. How to Teach Subjects	27	156	170	65	25	443
B. How to Teach Pupils	28	113	116	45	26	328
C. General Methods	6	22	13	13	2	56
Total	188	1295	1305	521	241	3550

Read: Of the 240 problems reported under "Teacher," the teachers with nine months or less of college training reported seven, those with from ten to eighteen months of college training, ninety-one, etc.

TABLE G.—*The Distribution of the Problems Based on the Experience of the Teachers Reporting Them*

	Experience in Years					
	0-5	6-10	11-20	21-30	31	Total
I. Organization						
A. Teacher						
1. Professional	23	24	14	6	3	70
2. Personnel	5	10	10	3	0	28
3. Supervision	16	11	12	8	2	49
4. Community contact						
a. P. T. A.	8	13	7	3	0	31
b. Personal contact	6	14	10	1	0	31
5. Substitute teachers	6	1	4	0	0	11
6. Records, reports, and bulletins	6	1	7	6	0	20
B. Class Organization						
1. Size and number of classes	10	6	5	1	0	22
2. Organizing classroom	13	16	10	0	1	40
3. Daily schedule or program	12	8	4	3	0	27
4. Classification of pupils	27	21	21	11	1	81
5. Lack of time	10	5	22	4	1	42
6. Grading and promotion	14	25	17	5	1	62
7. Special program	3	2	5	1	0	11
8. Tests and examinations	3	5	5	0	0	13
9. Interruptions	3	0	9	2	0	14

TABLE G.—(Continued)

	Experience in Years					
	0-5	6-10	11-20	21-30	31	Total
C. Buildings and Equipment						
1. Buildings and janitor	17	6	10	6	0	39
2. Supplies and equipment	14	12	8	5	0	39
D. Course of Study						
1. What to teach	19	32	27	9	1	88
II. Management						
A. Pupil						
1. Varying abilities						
a. Over-age	7	8	10	3	2	30
b. Sub-normal	52	15	19	3	1	90
c. Slow	34	25	27	8	2	96
d. Slow and bright	18	15	10	9	1	53
e. Bright	18	13	14	2	0	47
f. Individual adjustment	13	29	19	8	2	71
2. Pupil control in classroom						
a. Whispering	8	14	6	0	1	29
b. Talking aloud	24	26	24	4	0	78
c. Discipline						
(1) Individual	45	28	25	5	2	105
(2) Group	39	32	29	7	2	109
3. Pupil control outside classroom						
a. To and from school	13	35	18	7	6	79
b. Playground, halls, lunch rooms, etc.	28	34	31	13	4	110
c. Coming too early	7	8	4	2	1	22
4. Attendance						
a. Absence	28	20	3	6	2	59
b. Tardiness	24	13	11	8	3	59
5. Problems of mental adjustment						
a. Dreamers	9	1	1	0	0	11
b. Indifferent	6	2	5	2	0	15
c. Lazy	8	9	5	1	0	23
d. Show-off	7	2	1	0	0	10
e. Shy	11	3	5	0	0	19
f. Stubborn	19	9	5	2	1	36
g. Sundry attitudes	5	7	1	1	2	16
6. Social-Ethical adjustment						
a. Citizenship	8	11	9	3	0	31
b. Cheating	12	6	9	6	1	34
c. Lying	24	15	10	3	0	52
d. Morals	7	6	10	3	1	27
e. Neatness	12	10	4	3	1	30
f. Rights of property and of people	8	13	13	3	1	38
g. Politeness	11	9	8	2	4	34
h. Social adjustments	8	13	10	2	2	35
i. Stealing	17	13	15	4	0	49
j. Tattling	11	7	11	3	3	35
k. Negroes and foreigners	5	6	2	0	1	14

TABLE G.—(Concluded)

	Experience in Years					
	0-5	6-10	11-20	21-30	31	Total
7. Health						
a. Cleanliness	23	29	16	4	2	74
b. Contagion	4	5	10	1	1	21
c. Health habits	10	13	5	3	0	31
d. Nervousness	8	7	6	0	3	24
e. Nutrition	6	9	4	1	2	22
f. Physical defects	6	16	8	1	1	32
g. Sucking thumbs, biting nails or objects	3	5	4	4	1	17
B. Community						
1. Problems where parents and home are factors	46	35	30	14	1	126
C. Details of classroom procedure	45	28	28	10	1	112
III. Method						
A. Tow to Teach Subjects						
1. Arithmetic	29	50	19	5	1	104
2. Art	5	6	3	0	0	14
3. Bible	0	1	0	0	0	1
4. Geography	7	2	1	4	0	14
5. History	4	2	0	0	0	6
6. Language	28	18	19	5	0	70
7. Music	12	12	3	1	1	29
8. Reading	28	32	27	8	4	99
9. Spelling	9	21	19	5	1	55
10. Writing	21	19	8	3	0	51
B. How to Teach Pupils						
1. Motivation						
a. Attention	26	20	10	7	1	64
b. Interest	23	17	7	10	1	58
c. Memory	5	4	3	0	0	12
2. Methods affecting pupils' preparation of lessons	67	52	55	12	8	194
C. General						
1. Affecting the carry-over of work	2	0	5	1	0	8
2. Affecting freedom of classroom	11	5	13	2	0	31
3. Affecting the project method	6	7	3	1	0	17
Total	1193	1086	887	299	85	3550

Read: Of the seventy problems reported under "Professional," teachers having five years or less teaching experience reported twenty-three, those having from five to ten years twenty-four, etc.

TABLE H.—*The Distribution of Problems by General Topics on the Basis of the Experience of the Teachers Reporting Them.*

	Experience in Years					
	0-5	6-10	11-20	21-30	31	Total
I. Organization						
A. Teacher	70	74	64	27	5	240
B. Class Organization	95	88	98	27	4	312
C. Buildings and Equipment	31	18	18	11	0	78
D. Course of Study	19	32	27	9	1	88
II. Management						
A. Pupil	606	541	427	137	56	1767
B. Community	46	35	30	14	1	126
C. Details of Classroom Procedure	45	28	28	10	1	112
III. Method						
A. How to Teach Subjects	141	165	99	31	7	443
B. How to Teach Pupils	121	93	75	39	10	328
C. General Methods	19	12	21	4	0	56
Total	1193	1086	887	299	85	3550

Read: Of the 240 problems reported under "Teacher," the teachers having five years or less of teaching experience reported seventy, those with from six to ten years seventy-four, etc.

FORM A

Beatrice, Nebraska, January 3, 1927.

INFORMATION SHEET

To Elementary Classroom Teachers:

It is not often that you as a classroom teacher are given an opportunity to contribute to the study of our educational problems. Through the kindness of your superintendent this invitation is extended to you to help in just such an undertaking. It is my desire to study the three following questions in connection with some graduate work in the Teachers College of the University of Nebraska:

I. Just what are the problems you as a classroom teacher are meeting in your work as a teacher?

II. Did your training in the teachers college or normal school help you in solving these problems? To be answered "Yes" or "No."

III. What helps that you did not receive, toward the solution of these problems, do you now wish you had received in your college or normal school training.

The Plan

The plan is to ask you (a) to make your own statements of the problems you actually meet over a period of four weeks; (b) to check these problems to show whether your training in college or normal school helped you in their solution; and (c) further, to request that you list what helps, or devices, your training in college or normal school might have given that it did not. These statements are to be written upon blanks furnished you with the request that you hand them to your superintendent in a sealed envelope each Friday afternoon. He, in turn, will forward them on to me. These reports of yours will be treated absolutely confidentially, not even your own superintendent will know what you have written unless you show it to him. Observe that your name appears nowhere on your reports.

Definition

For the purpose of this study the word *problem* is taken to mean any difficulty which you meet that requires solution and which has arisen in connection with or grown out of your work as a teacher.

Please note that you are not limited to any one phase of your work; consider all of the problems which you meet in school and community arising out of your work as a teacher during these four weeks. It is hoped that you will not list simply one problem each day, but that your list will be comprehensive. Be sure to list each problem as many times as it occurs during the time you are reporting.

This is a real opportunity for you to help in a study which it is hoped will prove of value in the field of teacher training and supervision of instruction. Only a limited number of teachers are asked to cooperate, which makes it very desirable that you do your best to make your contribution of the greatest value possible. Will you please fill out the Personal Data Blank and send it in with your first week's report? Remember that all this material will be treated absolutely confidentially.

Thanking you very kindly for the splendid help which you will give, I am

Yours truly,
W. H. Morton,
Superintendent.

FORM B

No.....

PERSONAL DATA

To Cooperating Teachers:

In order that the study of the Teachers' Own Problems may be most effective, it will be necessary that each cooperating teacher fill out this blank completely. No space should be omitted. All data will be treated absolutely confidentially.

This blank should be attached to your first week's report and sent with it in the sealed envelope to your superintendent. Thanks!

Postoffice (City).....Male or female.....

Age..... Married.....What grade now teaching.....

TRAINING

Kind of school.....Where located.....

No. months attended.....Degrees received.....Date received.....

EXPERIENCE

Where.....No. of months taught.....Grades taught.....

Total number of months' experience.....

FORM C

No.....

PROBLEM BLANK

To All Cooperating Teachers:

This is the important blank in this study. Here you are to write your problems as they come to you during the four weeks beginning January 17 and ending Friday, February 11. Please deliver a report to your superintendent on each Friday afternoon in a sealed envelope.

Yours truly,
W. H. MORTON.

Report for week ending..... City.....

What grade are you now teaching?.....

PART I

Write problems here. State them in your own language. All the problems, important or trivial, arising in connection with your work as a teacher in school or community, should be written down. Attach a blank sheet to this one if you need more space. Remember a problem is taken to mean any difficulty which you meet that requires solution and which has arisen in connection with your work. Now turn this sheet over and list your "helps wanted" there.

PART II

Did your training in college or normal school give you *definite* help in s o l v i n g this problem? Write "Yes" or "no" opposite each problem, using the space below.

Write "Yes" or "No"

PROBLEM BLANK

PART III

On the other side of this sheet you have stated a number of your problems. Please list below the definite helps toward their solution which you now wish your college or normal school might have given you, but did not. It is important that you make these suggestions just as specific as possible. (This appears on the reverse side of the sheet carrying Part I and Part II.)

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